

BEFORE THE
CALIFORNIA BUREAU OF STATE AUDITS (BSA)

In the matter of

Citizens Redistricting Commission (CRC)
Applicant Review Panel (ARP) Public Meeting

555 Capitol Mall, Suite 300
Sacramento, CA 95814

THURSDAY, September 2, 2010
9:15 A.M.

Reported by:
Peter Petty

APPEARANCES

Members Present

Nasir Ahmadi, Chair

Mary Camacho, Vice Chair

Kerri Spano, Panel Member

Staff Present

Stephanie Ramirez-Ridgeway, Panel Counsel

Diane Hamel, Executive Secretary

Candidates

John T. MonPere

Kathleen L. Beasley

Melissa M. Bottrell

Christine (Chris) Shipman

Tamina Alon

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P R O C E E D I N G S

MS. RAMIREZ-RIDGEWAY: The hour being 9:14 and the full panel being present, let's go ahead and get back on record. We have a very full schedule today, five Applicants. And our first Applicant is here, Mr. John MonPere. Welcome, Mr. MonPere.

MR. MONPERE: Thank you.

MS. RAMIREZ-RIDGEWAY: Are you ready to begin?

MR. MONPERE: I am.

MS. RAMIREZ-RIDGEWAY: Please start the clock. What specific skills do you believe a good Commissioner should possess? Of those skills, which do you possess? Which do you not possess and how will you compensate for it? Is there anything in your life that would prohibit or impair your ability to perform all of the duties of a Commissioner?

MR. MONPERE: I'll reverse the order in answering. There's nothing to impair me from serving as a Commissioner. I am at this point retired and I got an okay with my wife, so I'm fine.

The qualities of a good Commissioner and the skills, I believe a good Commissioner needs to be able to listen and to be open to different views. I believe I have that skill. A good Commissioner also needs to be able to analyze material and sort through in an organized

1 manner. I believe I also have that. And as I understand
2 the role of a Commissioner, I believe a Commissioner also
3 has to have certain quantitative skills, or skills working
4 with databases. This is an area where I'll probably need
5 help from staff and consultants. I do work with
6 databases, I'm serving on a small nonprofit Board and I am
7 the person that developed and maintained the database, but
8 my skills are pretty primitive in that area, so I think I
9 would need help.

10 I believe legal skills would also be important
11 and, again, that's something I would need help on. I
12 think the other skill that a Commissioner needs is that of
13 kind of understanding - it's a more general skill - but
14 understanding the history of how we got here, you know,
15 enough of our recent history and, for that matter, even
16 our early history as a state that brought us to this point
17 of such polarization and division in the state.

18 And finally, I think one of the - based on my
19 experience - I think one of the skills that would be
20 critically needed, I think it would be better described as
21 a mindset, for a commission is that of understanding the
22 kind of - or better stated - the respect for the
23 individual voter and the respect for communities. I
24 worked for the Federal Government for a period of about
25 five years and, in my experience, I was kind of aloof from

1 the reality of communities, and then I made the decision,
2 much to my wife's grief, to take the job as the Executive
3 Director of a nonprofit community action agency in Ukiah.
4 And when I made that move, it was kind of Baptism of Fire
5 of understanding what communities are about, and the
6 realities of dealing with communities, but in many
7 respects, it was a marvelous education for me. I learned
8 quickly to get respect for a lot of people, and people who
9 maybe in the past I wouldn't have viewed them as people
10 I'd be listening to or talking with. And probably the
11 best example I remember about that was that it was - I was
12 emphasizing in the agency being fiscally responsible, and
13 the people who I thought would be, you know, who were my
14 political brethren in the liberal group, did not support
15 me in that regard, whereas the people in the community who
16 were more conservative and business-oriented, were very
17 supportive of me. So, for me, it was a real interesting
18 education about how communities function and how one
19 perceives that they function, and how it really functions.

20 So, I think that a Commissioner needs to have a
21 sense of respect for communities and trying to understand
22 the differences in communities.

23 MS. RAMIREZ-RIDGEWAY: Describe a circumstance
24 from your personal experience where you had to work with
25 others to resolve a conflict or difference of opinion.

1 Please describe the issue, and explain your role in
2 addressing and resolving the conflict. If you are
3 selected to serve on the Citizens Redistricting
4 Commission, tell us how you would resolve conflicts that
5 may arise among the Commissioners.

6 MR. MONPERE: In 1981, I again became the
7 Executive Director of North Coast Opportunities. I had
8 served as Executive Director of this agency for a four-
9 year period from '72 to '76, and then I left to do some
10 other work, and when I returned in '81, the Board had
11 asked me to return and the agency was facing some serious
12 financial problems. They had just fired the Executive
13 Director and, you know, they wanted some help. I soon
14 became aware that the agency was in serious financial
15 debt, as well as having a multitude of other management
16 and personnel problems. And I met with the Board and
17 staff and explained to them how critical the situation
18 was, and that it would require severe cutbacks both in
19 staffing and in the operations by the agency. It was a
20 difficult time and many of the staff were quite upset, and
21 they kind of confronted me and they said, "Well, how long
22 is this period going to take?" And I told them, I said I
23 thought it would take at least 18 month to get the agency
24 back to a point of being stable financially. There was a
25 lot of - I spent time explaining and most of the staff

1 were supportive of me, and that was good, but there was
2 one staff member who was not, a program director, and she
3 made the point to me that her program was not over-spent,
4 and that there was no reason for her program to incur the
5 same sacrifices of other staff. And my response to her
6 was that everyone had to sacrifice equally in the agency
7 in order to have a sense of shared purpose, as we went
8 through this problem. I realized there were times that
9 she kept pushing her issues with the staff, with the
10 Board, and it clearly was a conflict and I would talk to
11 her about it, but then, what I watched, though, was an
12 interesting dynamic; the more she pushed her issues, the
13 more that other staff, other program directors, would
14 challenge her. So, it was a process of watching a group
15 essentially unify around the issue of sacrifice within the
16 agency. And, to me, I mean, it was an easy time, but at
17 the end of that - actually, it was a year that we finally
18 got stable, and the positive response of the staff was
19 very heartening. So, I believe that this is a good
20 example of how I would operate with other members of the
21 commission if I was a member. I think conflicts or
22 differences are part of any group process, but in certain
23 situations, one has to take a lead in order to move toward
24 resolution and completion of a project.

25 MS. RAMIREZ-RIDGEWAY: How will the Commission's

1 work impact the State? Which of these impacts will
2 improve the State the most? Is there any potential for
3 the Commission's work to harm the State? And if so, in
4 what ways?

5 MR. MONPERE: This is the question that I probably
6 spent most of the time on because it was a question that I
7 talked to a lot of my friends about because I wanted to
8 get their thoughts. You know, when you read the
9 Proposition 11, you look at the proposed outcomes, and
10 it's all very positive. There are things that I clearly
11 agree with. And I believe that, you know, it's
12 eliminating existing conflict of interests with State
13 Legislators and better representation for, you know,
14 keeping communities together, etc. But to the extent that
15 competitive districts are created, or can be created, is
16 something that we're probably not going to know for
17 several years. So, in a sense, even if the Commission is
18 successful, in one sense, the outcome and the process, it
19 is not going to be really known how successful for a
20 while.

21 The other - I think there's a big challenge to the
22 Commission and that is the - one of the objectives is to
23 kind of unify communities in a more representative sense,
24 but when you look at our very kind of - as many observers
25 have noted - our geography, we've created these - we've

1 kind of self-segregated ourselves politically somewhat in
2 this State. And that will be a real challenge reconciling
3 that, those enclaves, with the goal of trying to get
4 better representation for communities. So, I think
5 there's some inherent conflict there that will be a
6 challenge for the Commission to succeed in that.

7 The other challenge, I think, for the Commission
8 is that, it's really a danger that many citizens of this
9 State will see the Commission, or do see the Commission,
10 as a solution to many of our serious political problems.
11 I always remember when I worked with a local Democratic
12 Club in Mendocino County, there's this pattern of people,
13 they always exaggerate the impact of political change, for
14 good or for bad. There's always this, "Oh, my God, we got
15 our person elected; now this is going to mean Nirvana."
16 So, I just think it's important on expectations that the
17 Commission be viewed clearly in terms of what it can
18 accomplish and what it can't accomplish by the public,
19 so....

20 MS. RAMIREZ-RIDGEWAY: Describe a situation - I'm
21 sorry, I wasn't sure if you were done. Go ahead.

22 MR. MONPERE: I think one of the positive
23 outcomes, ironically, may be kind of an unintended
24 consequence, and that is that I think the Commission, just
25 the process that you've all gone through in terms of

1 forming, you know, recruiting for it, and going through
2 this process of interviews, and etc., I think it's been a
3 marvelous process in some respects of educating and
4 informing a lot of the public. It surely has raised a lot
5 of questions to me that I, in turn, have gone to friends
6 and other people to ask about, so it has started
7 dialogues, maybe at a fairly rudimentary level, but I
8 think that's very positive. And, you know, I think it's
9 so important that we get outside of this partisan dialogue
10 and we start dealing with other community groups in this
11 State that have input and have information and ideas that
12 may be helpful.

13 MS. RAMIREZ-RIDGEWAY: Describe a situation where
14 you have had to work as part of a group to achieve a
15 common goal. Tell us about the goal, describe your role
16 within the group, and tell us how the group worked or did
17 not work collaboratively to achieve this goal. If you are
18 selected to serve on the Citizens Redistricting
19 Commission, tell us what you would do to foster
20 collaboration among the Commissioners, and ensure the
21 Commission meets its legal deadlines. You've got about
22 six and a half minutes.

23 MR. MONPERE: I worked developing affordable
24 housing for almost 16-18 years, and during that period, I
25 was a Project Manager for a large amount of that time.

1 And a Project Manager kind of coordinates with architects
2 and contractors and financing entities, etc. It's one of
3 these jobs where you have - you don't have absolute
4 control, but you have ultimate responsibility, which has
5 its pluses and minuses. There was a project in Lake
6 County where we were developing a project for low income
7 individuals, mentally ill adults, and it was a project in
8 which the contractor was a contractor we had used before,
9 and had a good relationship with, but the architect was
10 new, we hadn't worked with him before. The architect
11 pretty early on started raising issues about things
12 weren't being done this way or that way, and the
13 contractor, of course, we started our usual kind of what I
14 call the "contract architect dance," where everybody was
15 kind of moving back and forth and trying to figure out who
16 is in control. And the architect - the contractor raised
17 an issue about something that was in the plans and the
18 specs that dealt with kind of a bracing fixture and he
19 said, "Well, you know, there was a cheaper one and it
20 worked just as well," and the architect was adamant, you
21 know, "My goodness gracious, this is the only one we're
22 going to use." And it got to the point where the contract
23 stopped work and, in construction, that's an important
24 point.

25 And so, at that point, I met with the architect

1 and tried to understand what exactly his issues were, and
2 I met with the contractor, and the contractor said, "Well,
3 there are a couple alternatives, and here are the three
4 alternatives I see." And I went back to the architect and
5 the architect was intransigent, said, "No, it's got to be
6 the one I put in here." And I finally said, "You know,
7 we've reached a point here where we've stopped
8 construction, where the project is at risk, lenders are
9 asking questions, so we've got to come to some resolution
10 and we've got to come to resolution soon." You know?
11 "And the contractor said he is willing to go with this
12 alternative." And finally the architect begrudgingly
13 agreed. And this was a process - and then we went ahead
14 and construction got going again and we completed the
15 project.

16 In many respects, it's an example, I think, in my
17 experience, of how I deal with these types of situations,
18 in which I try to listen to folks and move things through
19 a process, but also, at the same time, I want to move
20 things through to get a conclusion and get it resolved.
21 And particularly when you're dealing with a construction
22 project involving lenders and money at risk, you have to
23 get results. So, you know, if I was on the Commission, I
24 would work in a similar manner to what I described; I
25 would collaborate with others to find tasks, we would

1 agree on parameters, define alternatives, and reach some
2 agreement to move forward.

3 MS. RAMIREZ-RIDGEWAY: With about two minutes and
4 20 seconds remaining, a considerable amount of the
5 Commission's work will involve meeting with people from
6 all over California who come from very different
7 backgrounds and very different perspectives. If you are
8 selected to serve on the Commission, tell us about the
9 specific skills you possess that will make you effective
10 in interacting with the public.

11 MR. MONPERE: Well, you know, a lot of my
12 experience has been working with individuals from
13 different backgrounds and different perspectives. When I
14 was working with the Federal Government, I worked
15 primarily with African-American communities. When I moved
16 to Mendocino County to run a community action agency, I
17 worked with mostly Native-Americans and elderly and
18 disabled. Later, when I was working in developing
19 affordable housing projects in the North Coast, I worked
20 primarily with, well, I worked with a whole variety of
21 groups, but it included Latinos. And inasmuch as I'm
22 bilingual, I was able to work with the Latinos and develop
23 the self-help projects and other projects.

24 The specific skills that I possess that will make
25 me effective in interacting with the public are, as I've

1 stated, you know, listening and questioning, I consider
2 myself a good listener, and I also like to ask questions
3 to get a better understanding of who it is I'm dealing
4 with. Synthesizing and sorting is something I'm also very
5 good at. You know, I've worked in different fields,
6 Social Services, Housing and Construction, and Government,
7 and I've found that many times specific fields develop
8 their own language, their own concepts, and their own
9 acronyms. And that, in and of themselves, can become
10 barriers to communication, so I always try to clarify what
11 is being said and to make sure that we agree on what is
12 being said.

13 Presentation and public speaking, I have done this
14 a great deal in the past, particularly presenting
15 affordable housing projects to local planning and
16 governmental bodies, and my experience has taught me to be
17 focused, brief, prepared to answer questions.

18 And as a student of California History, I also
19 have just a - I have a historical appreciation of our
20 audience here in California --

21 MS. RAMIREZ-RIDGEWAY: You can go ahead and
22 finish.

23 MR. MONPERE: -- oh, you know, who we are as
24 Californians and how we've changed, and to me it has
25 always been one of the wonders of the State.

1 And finally, to me, I think one of the skills I
2 bring to interacting with other groups like this is, I do
3 believe in the importance of kind of building community
4 and shared purpose, and I think that's - with all the
5 diverse interests, it is critical that we start a
6 conversation that deals with the issues that we share, and
7 the need to work together to make needed changes. Thank
8 you.

9 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi.

10 CHAIR AHMADI: Yes, thank you. Good morning, Mr.
11 MonPere.

12 MR. MONPERE: Good morning.

13 CHAIR AHMADI: I have a few quick follow-up
14 questions on your responses just to make sure I got all
15 the details and understood.

16 You mentioned that it's important, in response to
17 question 1, you mentioned that one of the skills that the
18 Commissioners should possess would be the understanding of
19 the history of how we got here. Could you elaborate on
20 that, please? What do you mean?

21 MR. MONPERE: Yes. I think, you know, this State,
22 you know, we have a Constitution that, from 1879, that has
23 some limits build into it by the very nature of the
24 Constitution. I think we've had an economy that
25 historically there is almost like a boom bust part of our

1 - that is almost ingrained in our State. And I think our
2 institutions, in many respects, have had difficulty -
3 political institutions have had difficulty responding to
4 many of these changes and pressures. I think, to me, one
5 of the classic examples is the whole issue of
6 representation and, when you come from a rural area like I
7 do, you realize that this issue of representation, it's
8 awfully hard for - we have, what is it, almost 450,000 in
9 our Assembly District, and we have 900,000 for our State
10 Senate, so there is a real issue of fundamental questions
11 about how representative our system is at this point,
12 particularly for a lot of areas in the State.

13 CHAIR AHMADI: Okay, so you mean the current
14 situation is what probably triggered this whole
15 Redistricting Commission and process.

16 MR. MONPERE: Right.

17 CHAIR AHMADI: Okay, thank you, sir. I appreciate
18 that. And also, in response to question 3, when you were
19 describing, you know, the State's current condition, you
20 mentioned something about the fact that we self-segregated
21 ourselves. And I believe you are referring to - you
22 mentioned something about geography of the State?

23 MR. MONPERE: Well, I was referring specifically
24 to kind of the political self-segregation that, you know,
25 that many of our areas, you know, people like-minded

1 politically gather in certain communities, and that's, you
2 know, the area that I'm from, I mean, it's so
3 predominantly, you know, in many respects, so
4 predominantly liberal that there's no way anybody of a
5 different persuasion has a chance of representation. So,
6 I think I am referring mostly to how we've created in this
7 State over time just areas that are specifically defined
8 as liberal, and specifically defined as conservative, and
9 people who believe we're kind of attracted to those areas,
10 almost, it seems at times.

11 CHAIR AHMADI: Okay. How do you think the
12 Commission's work, if successful, will help alleviate
13 that?

14 MR. MONPERE: Well that's a good question. And I
15 think what it will do, at least what it can do, is it
16 could start raising, by looking at the different geography
17 of our state, and with the overlay of these different
18 political enclaves, look at the alternatives of how we
19 could reshape it so there will be better representation
20 for all groups, as well as better representation of
21 communities. I mean, we have in the North Coast one of
22 those communities like defined in Proposition 11, like
23 Fresno and San Jose that are kind of cross-cut. You know,
24 Santa Rosa is that way, as well, in certain respects. And
25 you know, I have one friend of mine lives on one side of

1 Santa Rosa, and he's in one Assembly District, and another
2 friend of mine lives on just the other side of Santa Rosa
3 and he's in another Assembly District. And it's somewhat,
4 you know, strange because this is - for the North Coast,
5 this is the largest urban center, Santa Rosa, and you
6 would think that it would all be in one District.

7 CHAIR AHMADI: And in terms of alternatives that
8 you mentioned, what are the alternatives? And what makes
9 those alternatives viable or practical?

10 MR. MONPERE: You are referring to alternatives
11 for forming the districts?

12 CHAIR AHMADI: Yes. Yes, I believe you mentioned
13 that there may be some alternatives in redrawing the
14 lines, or forming the Districts.

15 MR. MONPERE: No, I'm referring to alternatives in
16 the sense that I - I had any particular knowledge of
17 alternatives, I was simply saying that I think that there
18 will be a challenge of reconciling the idea of having
19 communities being well-represented or totally represented
20 like Santa Rosa, as well as the issue of kind of the self-
21 segregation that has occurred. So that was what I was
22 referring to.

23 CHAIR AHMADI: Okay, thank you. The project that
24 you discussed for affordable housing in response to
25 question 4, the challenges that the project had in terms

1 of, you know, disagreements between the architect and the
2 contractor, how long was the project? Was that a big
3 project or a small project?

4 MR. MONPERE: This was a relatively small project,
5 but you know, the length of time in construction, I think
6 with this project, was about - it was in construction
7 about 10-11 months.

8 CHAIR AHMADI: Okay, and this disagreement between
9 the contractor and the architect, it started the first
10 day, or...?

11 MR. MONPERE: Well, you know, as the owner and
12 developer of the project, the nonprofit I was working
13 with, the owner and developer essentially makes these
14 agreements separately, and you have an agreement with the
15 architect, and the architect, of course, is the first one,
16 one of the early individuals you have on board because you
17 have to have the architect involved in the early design
18 and the preliminary design and things. And then, later
19 on, you bid out and you get a contractor, so the
20 architect, you know, many times can feel it's his or her
21 project, and then you have this interloper, this
22 contractor come on, and invariably there's always some
23 tension between the two. You know, that's been my
24 experience and over a lot of projects.

25 CHAIR AHMADI: Yeah, but based on your

1 description, it sounds like this was kind of like a
2 serious problem going on for maybe a while before it got
3 to a point where the contractor just stopped working. And
4 what I'm interested in to hear from you, I'm sure that you
5 have probably done some intervention, maybe, or focused on
6 how to resolve it before it got to a point that the
7 contractor started - if you could share with us any other
8 kind of proactive approaches that you have taken, that
9 would be great.

10 MR. MONPERE: Yes, well, in that case, I was
11 meeting with him early on, the architect, and he was
12 expressing these concerns, and I had thought that we had
13 resolution on most of them, and this issue, the one, the
14 bracing fixture, I thought, didn't seem like a major issue
15 to me, but, to him, it turned out - he kept insisting, and
16 then that caused the friction, and then at that point the
17 contractor, a contractor who I had worked with on about
18 six projects before that, and they'd been fine, but he
19 just said, "That's it, I'm closing down." So I had
20 anticipated some of this, but I wasn't quite ready for the
21 reaction of the contractor, I didn't think he was going to
22 say now or stop it, so that was a little surprising to me
23 and so then I had to deal with that reality.

24 CHAIR AHMADI: Okay, thank you sir.

25 MR. MONPERE: I usually, just to complete that

1 thought, I usually in most of these projects, I usually
2 kind of pride myself on the ability to anticipate
3 problems, but I think this was a project where - this was
4 a new architect, and I wasn't that familiar working with
5 him.

6 CHAIR AHMADI: Okay, thank you, sir. I have a few
7 questions based on your application material.

8 MR. MONPERE: Sure.

9 CHAIR AHMADI: So, let me start off with the first
10 one. In your family information section of the
11 supplemental application, you state that your son-in-law
12 is involved with political research?

13 MR. MONPERE: That's correct.

14 CHAIR AHMADI: Could you tell us about what
15 exactly he is involved with?

16 MR. MONPERE: Well, I can tell you a little bit.
17 You know, he doesn't tell me that much, so I don't - all I
18 know is that he does what I believe is called, excuse me,
19 what I believe is called "Opposition Research," and he
20 works for mostly a few political consultants that are on
21 the Democratic side of the ledger, and he has done work
22 both here and in Texas. And I believe he is currently
23 working on a couple of Congressional races in Southern
24 California, and I think some Assembly, but I'm not really
25 quite sure.

1 CHAIR AHMADI: Yeah, and I realize that you don't
2 have a special relationship, so I apologize for even
3 asking about that question. I was just curious -

4 MR. MONPERE: Yeah, I don't - we -

5 CHAIR AHMADI: Thank you so much. I appreciate
6 that. You have lived in various parts of the State. How
7 does the region and geography of an individual or a
8 community affect interests or concerns and, maybe perhaps
9 political preferences?

10 MR. MONPERE: Well, that's an interesting
11 question. And it - I think that, you know there is such a
12 discussion in this state about what are the divisions of
13 the state, you know, whether it is culturally or, you
14 know, economically, etc., and I think, after living on the
15 North Coast for almost 40 years now, and raising our
16 daughters there, and having them tell us that, you know,
17 "We'll never come back to this small town," I think, you
18 know, a lot of - some parts of the State, at least I know
19 it's true of the North Coast, there is an isolation, there
20 is a sense of isolation from the rest of the State. And I
21 think that affects the politics, of the view of even
22 government and participation in government and politics.
23 And I've just seen it pretty clearly in our areas, and
24 because my work took me all the way up to Del Norte
25 County, and then Humboldt, Mendocino, and Lake, and the

1 Siskiyou County at times, so I would kind of see in
2 various parts of these communities when we would talk to
3 people, there would just be - it was almost like an
4 inherent alienation from the governmental process and the
5 whole sense of participating, and it has always been a sad
6 reality to me, but that's what I've noticed. You know,
7 does that answer --

8 CHAIR AHMADI: Yes, thank you. You actually
9 answered my next question, which was about another
10 statement that you made about many smaller communities in
11 the State are just left out. So, I believe that your
12 response covers, helps me understand better, what you mean
13 by that. Thank you.

14 If selected as a Commissioner, how would your
15 experience in the Affordable Housing, you mentioned you
16 worked like 16 years in the Affordable Housing Project,
17 how would that experience help you as a Commissioner?

18 MR. MONPERE: Well, I think one way it would help
19 me is that I - in that work, I had to deal with all types
20 of different communities, I mean, urban communities like
21 Eureka or Ukiah, I mean, we call them urban, you might not
22 call them urban here in Sacramento. But in Ukiah, Eureka,
23 Lakeport. And so, you know, that experience tells me that
24 I would end up dealing with all types of interest groups,
25 you know, ranchers because we would be purchasing the

1 property, or dealing with engineers because we're dealing
2 with, you know, geotech questions, I would be dealing
3 with. So, I think my experience involved in dealing with
4 a whole variety of different interest groups - have I
5 exceed - oh, different interest groups, and I think what
6 that did is it helped broaden me in my interest and my
7 ability to understand, particularly to understand how
8 affordable housing works with local government, I mean,
9 just the process of creating affordable housing. I mean,
10 a local community takes you into dealing with government
11 and, you know, sometimes people didn't want affordable
12 housing in their communities, so I'd have to deal with
13 that. So, I think the interface of my work in affordable
14 housing interfaced with government and the government
15 institutions, I think, helped me in understanding what
16 would be involved in being a Commissioner.

17 CHAIR AHMADI: I am just curious, what factors
18 contributed to the decision where to have affordable
19 housing projects?

20 MR. MONPERE: Well, you are asking one of the key
21 questions of the process. You know, a friend of mine who,
22 actually, kind of my mentor up there, Seiji Sugawara, who
23 was on our board for a long time with the Housing
24 Corporation, he always would, because he had a diversified
25 background with real estate and other things, he would

1 always say that finding the location for it was probably
2 the most important step in developing affordable housing.
3 And in some communities, we'd find it because it was - I
4 mean, a good example was in Fort Bragg, a developer had
5 developed this big subdivision, I mean, big for Fort
6 Bragg, about 40 parcels, and it was right actually in the
7 north end of town, and it was a good location, and good
8 lots, but the market was bad for him, so he needed to find
9 a market to sell. And so we had this self-help housing
10 project where people kind of built their houses as a
11 group. So, we met with the developer and we made a
12 proposal for lots, and he accepted it, so we developed
13 this self-help housing in a nice subdivision, you know,
14 integrated with market rate houses. So, sometimes it is
15 a function of the market and the availability of lots in
16 the market. Sometimes, it's a function, because the
17 lenders require, it becomes an issue of proximity to
18 services, to schools, to hospitals, or clinics. So that's
19 really kind of what - it varies is what I'm trying to say.

20 CHAIR AHMADI: Thank, sir. No more questions at
21 this point.

22 MR. MONPERE: Sure.

23 MS. RAMIREZ-RIDGEWAY: Ms. Camacho.

24 VICE CHAIR CAMACHO: Thank you. Hello, Mr.
25 MonPere.

1 MR. MONPERE: Hi.

2 VICE CHAIR CAMACHO: One of the questions you kind
3 of touched on with Mr. Ahmadi's question, what I was
4 hoping to do was get a better understanding of your
5 statement. What Mr. Ahmadi alluded to was a statement in
6 your application about "many smaller communities and
7 lesser populated parts of the State feel left out or
8 marginalized as a part of the political process." Why do
9 you think rural areas seem to feel left out compared to
10 the State's urban areas?

11 MR. MONPERE: Well, I think one of the realities
12 is just simply the distance and proximity. I think, you
13 know, the further that you go away from Sacramento, in
14 terms of hours of driving and, in one sense, I'm sure
15 somebody could correlate, the less somewhat they identify
16 with it. I mean, I think part of it is just geography and
17 proximity. But I think the other reason is that the
18 issues that many people are confronting, like I know in
19 our community, they're not issues that are being addressed
20 by the State government, so there is that sense of kind of
21 almost alienation from the institution of government
22 because the government is not addressing those issues that
23 are critical to them, and that are important to them. So,
24 I think that occurs, as well. And what you have to
25 understand is that many of these small rural communities,

1 the local government is really very small. I mean, you
2 take the City of Lakeport, which is a community I've
3 developed housing in and worked on projects, and you know,
4 there's - you've got a city, I think the City Planner was
5 also functioning as a City Manager, and the Redevelopment
6 Director, he had about eight portfolios, you know, so
7 these individuals, I think a lot of these jurisdictions,
8 you know, particularly with the cutbacks and the State
9 taking the Redevelopment money in the State, since Prop.
10 13, essentially, taking away a lot of the funding from
11 local government. Local Governments, which is the
12 government we are closer to down there, has really been
13 shortchanged by the State. And so I think there is a
14 great deal of kind of anger about that, I know that for a
15 fact. And, you know, it also gets involved where the
16 State makes decisions, and I'll be specific here, where
17 the State Legislature made a decision on the prevailing
18 wage rate, and they extended the prevailing wage rate to
19 Affordable Housing projects. And that was done by our
20 State Legislators, he was one of the leaders of it, and
21 many of us protested, and it caused - in one case, we had
22 a project that was a needed family housing project, this
23 increased the cost by about 30-40 percent. And it's the
24 sense that the institution, at times, doesn't respond to
25 the needs that are out there, that's part of what I guess

1 that we are seeing, particularly out in these small
2 communities.

3 VICE CHAIR CAMACHO: Do you think if you are on
4 the Commission you would be able to help these rural
5 communities get a voice? And if so, how would you do
6 that?

7 MR. MONPERE: You know, I don't like to be as
8 presumptuous to say I, myself, would be able to have a
9 voice. I clearly, after living and working in a rural
10 area for this number of years, I feel like I do understand
11 the issues that a lot of these communities are facing, and
12 how the issue of redistricting could provide them with
13 some more options and alternatives, particularly in terms
14 of the voting. I mean, so I do feel I understand those
15 needs and I feel I could express those needs. And I could
16 express them, I mean, I have a friend of mine who is an
17 adamant Republican, what I call a Business Republican, and
18 he is so articulate on these issues of representation and
19 the fact that, you know, up in our district, up in our
20 area, his voice is never heard because we never liked
21 Republicans, never have, I mean, we did in the early '90s,
22 I think we had a Republican Congressman for one term, but
23 I think in representation there has to be opportunities
24 for these folks to be heard and to be represented, that's
25 all I'm trying to say.

1 VICE CHAIR CAMACHO: Okay. How do you think that
2 the Commission would be able to provide these
3 opportunities?

4 MR. MONPERE: You know, as I said in my statement,
5 I think, you know, the process may be as important as the
6 product here and what you're doing. A friend of mine, he
7 is a plumbing contractor in Ukiah, and he said, "For God
8 sakes, tell them not to polarize - do anything that
9 polarizes our State any further." And I think, you know,
10 the process you are following appears to be quite
11 transparent, quite nonpartisan. I think the process
12 itself may be one of the important results here, and I
13 think that's a model in a sense, so other people can see
14 it and understand it can be done that way, you can develop
15 a Commission that represents different interest groups,
16 and they can work together. I mean, I think that would be
17 an extraordinary achievement in and of its self, even
18 before you get to the point of the Districts, I mean, that
19 sounds strange, perhaps, to say. But I'm just expressing
20 what I sense.

21 VICE CHAIR CAMACHO: If you were on the Commission
22 and you were suggesting or discussing rural communities to
23 draw the district, there has to be a certain amount of
24 population in it. Would you be comfortable having
25 numerous rural districts included, but also some urban

1 areas, so the population could be reflective of what is
2 needed?

3 MR. MONPERE: Sure, because, I mean, in some
4 respects you can take the North Coast as an example, Santa
5 Rosa is the commercial center for a large part of the
6 North Coast. Lake and Mendocino County residents, we do
7 shopping down there, you know, we go to Government
8 offices, State or Federal government offices down there.
9 So, it's an urban center, Santa Rosa is, but a lot of us
10 have - even though we live in rural areas, we do have an
11 identity with that city and we do have affiliations with
12 that city, so, in that case, for example, I don't see any
13 problem in tying any of the rural areas that are adjacent
14 to that city. You know, when you're dealing with other
15 rural areas, though, that are further away from urban
16 centers, that's another question, and I'm not quite sure.
17 I can only relate to the areas I am more familiar with,
18 and that is Sonoma, Mendocino, Lake area, although
19 Humboldt County, even to this day, I mean, they come down
20 to Santa Rosa for a lot of things. I mean, you know, we
21 drive an hour - it's an hour from Ukiah to Santa Rosa.
22 For Eureka, you're three and a half hours, that's a long
23 drive.

24 VICE CHAIR CAMACHO: Okay. Do you feel that your
25 experience in the '60s and '70's, working with the diverse

1 team, is still applicable in 2010? If so, why?

2 MR. MONPERE: Could you ask the first part of that
3 question again, please?

4 VICE CHAIR CAMACHO: Sure. Do you feel that your
5 experience in the '60s and '70s, working with a diverse
6 team, is still applicable in 2010? And if so, why?

7 MR. MONPERE: Well, I think it's applicable, at
8 least to the extent that many of the problems that we were
9 working on then are still here, so I think we as a society
10 still need to deal with many of those issues that I was
11 dealing with, and others were dealing with, at that time,
12 you know, the poverty in the State, and the issues of
13 particularly the economic divisions in the State, and the
14 need for jobs and job training. I think that's still
15 true. I think what has changed in many respects is the -
16 we have a much more, even though I thought it was diverse
17 at that time, in '67, I think we even have a more diverse
18 State now. So, I think there are challenges there that
19 are different than what I was dealing with maybe in the
20 '60s and '70s. But, fundamentally, I think the needs of
21 these different populations are the same, and I think it
22 is how we approach it, how we deal with it.

23 VICE CHAIR CAMACHO: So now, in living in
24 Mendocino County, are you able to, since it is not as
25 populated as it was when you were working in the San

1 Francisco, North Bay Area, are you able to work with
2 diverse individuals at your location there?

3 MR. MONPERE: Well, you know, at this point in
4 time, I'm retired, and so if you are talking about when I
5 was working with diverse when I was working, yes. And
6 now, yes, I mean, I still - I'm on a Board of a nonprofit
7 that - Fourth Street Project that operates the shelter for
8 the homeless, and then also operates a treatment program
9 for addicted. And it's a very diverse organization
10 ethnically, economically, you know, in various ways. And
11 then I'm still involved in some community efforts,
12 particularly in the local government efforts and, you
13 know, we're a much more - in our community, kind of a much
14 more diverse community now than we were when I got there
15 40 years ago. I mean, the Latino population is much
16 larger, you know, we have a larger Asian-American
17 population, we have the City of 10,000 Buddha's, which has
18 brought another whole dimension to our community, kind of
19 an interesting dimension, which is kind of in some
20 respects upgraded our community, particularly on the
21 educational level, you know, this is - it's a Buddhist
22 community which is - offers interesting programs to our
23 community and has helped make it a more lively community.

24 VICE CHAIR CAMACHO: So, when you're on these
25 boards and community endeavors with the - I think it's the

1 local government that you were saying, you are out there
2 with the individuals and interacting with them?

3 MR. MONPERE: Well, if you mean interacting as in
4 attending meetings and participating in public hearings
5 and things, yes, yes, I've done that. I've done it less
6 so in the last year or so because we've done some
7 traveling and - that's actually two years, we've done more
8 traveling, so I haven't been as active in some of those
9 efforts as I was before.

10 VICE CHAIR CAMACHO: Okay, thank you. You're
11 passionate about tackling the challenge the Commission
12 faces in addressing issues that divide individual
13 communities. Can you please provide more detail of some
14 of those issues, and will the Commission, in eight and a
15 half months, be able to include this in the scope of work?

16 MR. MONPERE: Could you repeat the first part?

17 VICE CHAIR CAMACHO: No problem. You are
18 passionate about tackling the challenge the Commission
19 faces in addressing the issues that divide individual
20 communities. Did you want me to read the answer [sic] to
21 you or -

22 Mr. MONPERE: No, no, that's fine. If the
23 question is, am I interested in addressing these issues
24 through redistricting that divides the communities, yes, I
25 am. And you know, I think it's an important effort to try

1 to make districts more competitive, so that we get a
2 little bit more diverse representation, or a better mix of
3 representation at the State. But I also - and I guess I
4 was saying it earlier, I also feel it is important to
5 realize that the process is not going to be simple, and
6 that what may be the intended goals may be the most
7 important outcome of the process, that's what I'm trying
8 to say.

9 VICE CHAIR CAMACHO: Okay, thank you. That was my
10 last question.

11 MS. RAMIREZ-RIDGEWAY: Ms. Spano.

12 PANEL MEMBER SPANO: Good morning. Do you need to
13 drink some water?

14 MR. MONPERE: Could I, just a little bit, thanks.

15 PANEL MEMBER SPANO: You mentioned there is more
16 diversity now in Ukiah, you mentioned that earlier. And
17 you mentioned the City of 10,000 Buddha's, is that what
18 you said?

19 MR. MONPERE: Right, the City of 10,000 Buddha's,
20 right.

21 PANEL MEMBER SPANO: And how did it get that
22 name? I'm curious.

23 MR. MONPERE: The City of 10,000 Buddha's is a
24 university that a certain Buddhist group, I believe it is
25 a group from Taiwan that operates the University. And

1 actually, it purchased the old State Hospital there, and
2 took over what was the Mendocino State Hospital in Ukiah,
3 which is an enormous facility on the east side of town,
4 just a beautiful area.

5 PANEL MEMBER SPANO: What is the population like
6 on that side?

7 MR. MONPERE: Of Ukiah?

8 PANEL MEMBER SPANO: Yeah.

9 MR. MONPERE: Ukiah, within the city limits, is
10 15,000, but the surrounding side is probably, greater
11 Ukiah is about 30,000 to 35,000.

12 PANEL MEMBER SPANO: Do you know why they decided
13 to locate in the State Hospital in this area?

14 MR. MONPERE: I don't know exactly the reason they
15 chose it, but you know, well, one fellow who is a member
16 of that group told me that they wanted to be away from an
17 urban - they wanted to be in a more isolated setting, and
18 it's interesting, since they moved there, we have now
19 another Buddhist group in Redwood Valley.

20 PANEL MEMBER SPANO: Did you say another Buddhist
21 group?

22 MR. MONPERE: Yeah, another Buddhist group that
23 has started a whole - developed a whole facility in
24 Redwood Valley in the northern part, which is another very
25 bucolic area of the county and very pretty. So, we've had

1 an interesting diverse, you know, religious - it's kind
2 of, in my view at least, it's helped provide a little
3 breadth to our religious views in the community.

4 PANEL MEMBER SPANO: In what way?

5 MR. MONPERE: Well, you know, in rural communities
6 you have, there are basic - some evangelical religious
7 groups with very strong views, and they're a fairly large
8 segment of the community, and so this kind of - there's a
9 balance now, at least in my feeling, there is a little bit
10 more of a balance in our community than there was before
11 with the -

12 PANEL MEMBER SPANO: I was just curious, was there
13 opposition by any of the residents or were these other
14 groups opposed to having these -

15 MR. MONPERE: Well, when they first moved into the
16 community and they purchased the hospital, most of the
17 response was still a residual anger towards the State of
18 closing down the hospital, so it was more focused on that,
19 of losing the State Hospital, of losing what it
20 represented to the community, which in the mid-'70s, that
21 was an important institution in the community for jobs and
22 for services, and for a whole variety of things, for local
23 businesses. So, the closing of the State Hospital had a
24 real negative impact on the community, and so there was a
25 gap, then, between maybe three or four years, maybe five

1 years, before the City of 10,000 Buddha's purchased that
2 property. So, when they came in, it was viewed as
3 positive in the sense that it was taking over these
4 facilities and putting them to positive use in the
5 community. There was resistance to the - mostly it was a
6 newly resistance by people living close by, when they
7 talked about they wanted to expand some facilities out
8 there, and so there was some opposition to their [quote
9 unquote] "expansion." It really wasn't an expansion, it
10 was just that they were going to use some buildings that
11 hadn't been used before. But, you know, there was some
12 opposition in the community.

13 PANEL MEMBER SPANO: Because it was - why was
14 there opposition if they weren't going to really build
15 out, they were just going to use existing facilities?

16 MR. MONPERE: Well, it was opposition because, you
17 know, to folks in a rural community, these were a little
18 different folks over here. And so, they weren't quite
19 part of the community. And rural communities are
20 fascinating how they define, they, you know, and that's
21 what I was trying to say earlier by when I first moved
22 there, there's a little Baptism of Fire when you move to a
23 rural community because it's - the social networks and the
24 social structure is much more clearly defined than in
25 urban areas, and you have people who have been there for

1 much longer. As my wife said, you know, we lived on the
2 block for 30 years and, after 30 years, finally one of the
3 lady down the block kept referring to my wife, "Well, you
4 know so and so," and, "You've been here long...", you know,
5 in essence, "You've been here long enough now, we're
6 almost willing to accept you." So, you know, I think it's
7 one of the real, at least in my experience, one of the
8 real realities of rural - smaller communities, is that
9 they - outsiders are viewed with skepticism. You know, no
10 matter who they are, what they look like, they're still
11 viewed with skepticism, and so the Buddhists, when they
12 were - you know, it was fine going up and buying that, but
13 don't do too much here. So, it was kind of an early
14 warning shot, you know, for the community, but ultimately
15 the Board of Supervisors approved, as I remember, it's
16 been a long time now, but, again, they approved what the
17 project proposal from the City of 10,000 Buddha's.

18 PANEL MEMBER SPANO: Did they revitalize the
19 economy a little bit out there?

20 MR. MONPERE: Yeah, I think it's been a plus for
21 the economy. You know, it's occupied these marvelous
22 building that the State left there, and put them to good
23 use, and they have a wonderful vegetarian restaurant, and
24 so they've done good things.

25 PANEL MEMBER SPANO: You know your area fairly

1 well. Generally, you were describing that these areas
2 typically are very skeptical to outsiders, and as you go
3 out as a Commissioner and conduct community outreach from
4 a redistricting and to get people to understand, how do
5 you feel - it's taken you 30 years to get recognized by
6 your neighbors - since you don't have 30 years - what do
7 you think would be the best effort that the Commission
8 could make to reach those communities that are really
9 skeptical about government, about outsiders, about
10 strangers, people that look different?

11 MR. MONPERE: I think one of the most important
12 things is to realize - the Commission has to realize that
13 to make an outreach and educational effort that reaches
14 community groups in these communities, community groups
15 that have a lot more impact and a lot more credibility
16 than political partisan groups do, you know, it's a
17 reality in Ukiah that, you know, you're going to get a lot
18 more response from the Senior Center community than you're
19 going to get from a Democratic Club meeting, I mean,
20 you're going to go to the senior center, or you're going
21 to go to the Child Care Providers meeting, or something.
22 That's just the reality of the community. So, I think
23 it's important to work with community groups, I think it's
24 important to work with - I mean, this friend of mine who
25 is a plumbing subcontractor, you know, he always talks

1 about the building and trades, the importance of educating
2 building and trades workers, in terms of understanding
3 their responsibility and role in representative
4 government. You know, so I think building exchanges,
5 other organizations that would not normally be defined as
6 interested political things, so to speak, I think, should
7 be addressed and should be approached. Because many of
8 these communities, I think, even local government is not
9 as important as some of these organizations to them, in
10 terms of their identity or involvement in the community.
11 It's an interesting reality.

12 PANEL MEMBER SPANO: Are you saying they identify
13 more with their interest groups?

14 MR. MONPERE: Yeah.

15 PANEL MEMBER SPANO: Is it because they are
16 dissatisfied with local government, or -

17 MR. MONPERE: No, not necessarily dissatisfied.
18 That is increasing too - but I think it's just who they
19 identify with, who they feel represent their interests,
20 you know, more immediately. And it's the Senior Center,
21 it's the Ploughshares Dining Room, you know, volunteers,
22 like in Ukiah you have about almost 500 people who
23 volunteer at this dining room to serve a meal. And that's
24 an enormous population in our community, and probably a
25 population that could be targeted if you are talking about

1 addressing these issues and getting people involved.

2 PANEL MEMBER SPANO: Do you think this is going to
3 be one of the most challenging aspects of the Commission
4 work, trying to reach out to the communities? Or drawing
5 the lines?

6 MR. MONPERE: No, I think - that's a good
7 distinction - I think it's the former rather than the
8 latter. Because I think it's the former that will
9 determine the latter, because I think - I think there is
10 such deep skepticism of institutions in government right
11 now that, if you could do something, if a governmental
12 institution can do something that is effective, but
13 doesn't over-state what it can do, but it does something
14 and does it in a open and transparent and nonpartisan way,
15 my goodness gracious, I think that would - it would be
16 like a revival meeting. A lot of people would respond
17 positively to it.

18 PANEL MEMBER SPANO: Do you have any ideas where
19 to start, as you explore the counties.

20 MR. MONPERE: Well, I mean, you've already
21 started. I mean, the process has already started, you've
22 already gotten to, I think, I mean, I looked at - I went
23 online and looked at other people's applications. I was
24 amazingly impressed with the quality of people you've got.
25 I am extraordinarily impressed. I mean, in a sense, it

1 was inspiring to me about our State. I was sharing that
2 with our youngest daughter. I told her how to get on and
3 I said, you know, she said, "My goodness, dad, I haven't
4 run into any of those people in my work." She's a public
5 defender down in Contra Costa County, and she was
6 laughing, and she said, you know - so I think the process
7 is extremely important. And I just don't - I think it's
8 important not to get ahead of yourself, and not to try to
9 be worrying about all those other steps when you just keep
10 the process going, keep focusing on being nonpartisan,
11 being transparent. I think that's great. You know, and
12 it's hopeful. And Lord knows we need hope.

13 PANEL MEMBER SPANO: Do you have strong opinions
14 or partisan viewpoints?

15 MR. MONPERE: Oh, I absolutely have strong
16 opinions and partisan viewpoints, but whether those
17 prevent me from dealing with other people with other
18 viewpoints, no. I mean, a lot of my life and work has
19 been dealing with people with different viewpoints,
20 particularly in the construction and development business.
21 They have quite different viewpoints than my viewpoints,
22 and yet I worked with them and dealt with them, and in
23 many cases, even became friends with them. So, you know,
24 I think it's important in this dialogue not to start - not
25 to say, you know, boil it down to cooperation at any

1 price. I just think that we also need to define that
2 people have to take lead to present their views, but then
3 listen to others, and then maybe that process starts the
4 process of understanding and change. But, you know, it's
5 - I mean, I love the question about conflict that you
6 have, one of your standard questions, I think it's a great
7 question. My wife, when she read it over and she said,
8 "What about that case of conflict you were involved in?
9 What about that one? She went through this whole list of
10 about six, and I said, "I don't think they want to listen
11 to six stories, they only want to listen to one." So....

12 PANEL MEMBER SPANO: You state, back when you
13 moved to Ukiah, you were in a local community action
14 agency, it was a first experience with Native-Americans,
15 you learned to work with them in their organizations and,
16 in addition, you worked with low income and elderly and
17 disabled persons in Lake Mendocino Counties. What was
18 different about working with the Native-American
19 communities?

20 MR. MONPERE: Well, you know, my previous
21 experience had been dealing with large urban areas,
22 primarily African-Americans, some Latinos, but mostly
23 African-Americans, I think the Native-American, it was a
24 real learning experience for me. And I spent a long time
25 - this was prior to the casino period and prior to the -

1 in fact, this was just during the period California Indian
2 Legal Services had just been established, and the Legal
3 Rights at Rancherias, and that's when they were
4 establishing their rights to properties and things. Some
5 tribes - many of the tribes - oh, I'm sorry?

6 PANEL MEMBER SPANO: No, when was this? Around
7 what year?

8 MR. MONPERE: Mid-'70s, and tribes were forming
9 their identities, they had been so disbursed and they had
10 been so spread out, you know, so it was a real formative
11 period for Native-Americans establishing organizations and
12 leadership and things. And one of the things I learned
13 quickly - not quickly, I don't learn anything that quickly
14 - but one of the things I learned over time in dealing
15 with them was that they approached me because I had money
16 at the agency and they wanted money to run programs.

17 PANEL MEMBER SPANO: Right.

18 MR. MONPERE: And I realized over time, and the
19 previous Executive Director there had given a little bit
20 of money and told them to go out and do something and be
21 happy, and after talking a long time, listening to them,
22 and mind you, there was a very fragmented structure, you
23 know, each one - within Ukiah, there were six different
24 trial groups right there in Ukiah. And so, what I
25 realized, the best way I could help them was not by

1 running a program for them, but rather helping them get
2 their own resources and running their own programs, and it
3 was an interesting process because usually they would say,
4 "Oh, no, that's not the way it's supposed to be done, it's
5 supposed to be done the way the guy did it before, you
6 give us money and we go out and do these things." And I
7 said, "You know, I think the best way is that I help you
8 develop your organizational structure and then I help you
9 secure resources, and then you run your own Coyote
10 Valley." The Tribe runs its own preschool program, or its
11 own elder program, or elder lunch program. And
12 ultimately, that was kind of interesting. I think over
13 time it was proven true that it was better, and it kind of
14 dovetailed with the reality that they were starting to
15 become more independent in getting their own stream of
16 revenue through casinos and things like that. But it was
17 an interesting experience. It's ongoing because I'm still
18 living in the community and I know many of these people,
19 so...

20 MS. RAMIREZ-RIDGEWAY: You're out of time. We
21 didn't mean to interrupt you - because that was going to
22 be one of the questions I was going to ask.

23 PANEL MEMBER SPANO: Well, thank you.

24 MR. MONPERE: Thank you.

25 MS. RAMIREZ-RIDGEWAY: Panelists, are there

1 additional follow-up questions?

2 VICE CHAIR CAMACHO: No.

3 CHAIR AHMADI: I don't have any at this point.

4 MS. RAMIREZ-RIDGEWAY: Mr. MonPere, you said in
5 your application that you had a major learning experience
6 when you went from San Francisco to Ukiah. You also
7 talked a little bit about a friend who helped you
8 understand the political and social realities of your new
9 community. Can you tell me a little bit more about that?

10 MR. MONPERE: The - I think I expressed it before,
11 but maybe I wasn't as clear - moving from a, you know,
12 urban area to the rural is - I had no idea that the social
13 dynamics would be so different in a smaller community.
14 And that was kind of a shock. So it took me a little
15 while. And I also - it was, you know, I came with these
16 kind of perceptions, these political perceptions of a good
17 loyal liberal coming to a small rural community, and I was
18 going to run this community action agency, everybody is
19 going to live happily ever after, and one of the things
20 that happened quickly was the previous director of this
21 agency had been giving money out to a welfare rights group
22 to attend meetings, or to go to trips, or whatever. And I
23 said, "We're not going to do that anymore, we're going to
24 keep the money in-house and we're going to provide
25 services, but we're not going to have people..." well,

1 politically, that was the real flashpoint, and these
2 people who were all, you know, I'd been there a month by
3 this time, and these people had all lived there and they
4 had all their relationships, so, you know, suddenly I was
5 on the front page of the newspaper, I was this cruel and
6 insensitive person who had no understanding what it was to
7 be poor. And it was a fascinating dynamic because many of
8 the people who I thought would be my [quote unquote]
9 "allies," the liberals of the community, were not, but
10 rather my allies turned out to be business folks, who
11 said, "Well, I'm glad somebody is finally doing this,
12 finally cracking down on the agency." So, these strange
13 kinds of realities hit me in this community early on that
14 I didn't anticipate. I had no idea that the community -
15 first, that I would suddenly be accused of being totally
16 insensitive to poor, but secondly, that I would have these
17 kind of strange bedfellows, you know, within a short
18 period of time of moving to this community. So, that was
19 kind of a real learning experience for me. And a friend
20 of mine, he is still a farmer there, be it, our kids were
21 growing up together, so we became friends and, you know,
22 he was a good loyal Republican and he'd always say to me,
23 he'd say, "You know, I like some of the things this agency
24 does, but I have these questions about, you know, is it
25 really cost-effective? Is it really benefitting?" So, it

1 was an interesting challenge, and so I would show him,
2 like in the childcare program, the State Funded
3 Alternative Payment Program, which is I think one of the
4 most extraordinary programs, I just showed him that the
5 dollar value of the investment and the return, in terms of
6 the community, in terms of keeping people employed, so it
7 was an interesting opportunity to inform Greg about what
8 it meant and how these program operated.

9 MS. RAMIREZ-RIDGEWAY: I was reviewing your
10 application and I noticed that you, for a short time, ran
11 a consulting business?

12 MR. MONPERE: Uh huh.

13 MS. RAMIREZ-RIDGEWAY: Generally speaking, what
14 kind of clients did you have? Were they government
15 organizations, individuals?

16 MR. MONPERE: Most were nonprofit agencies. I
17 actually - I did two stints on it, actually three stints
18 as a consultant, but one period was in the late '80s, or
19 mid to late '80s, was to - I would come in when community
20 action agencies, when they fired an executive director, or
21 there was instability, that the State Office would note, I
22 would come in on contract to work with the Board to
23 usually three to five month stints to work with the Board
24 to hire a new person, to find - you know, kind of do a
25 status report, what the management problems were in the

1 organization, and how they could be corrected, and things
2 like that. So, I did that on the east side in Bishop, and
3 I did it in the Monterey Bay area, down in Fresno, too,
4 for nonprofit agencies.

5 MS. RAMIREZ-RIDGEWAY: Primarily CAO's throughout
6 the state, Community Action Organizations?

7 MR. MONPERE: Yeah.

8 MS. RAMIREZ-RIDGEWAY: Did you learn different
9 things about those different communities spending time
10 there?

11 MR. MONPERE: Oh, absolutely. I learned I loved
12 Bishop. There's no town in the State where you could get
13 off work at 5:00 and you could drive 30 minutes and you
14 get to 9,000 feet and you go, "I could live here." That's
15 about as good as it gets. So I just loved Bishop. I
16 thought it was the most extraordinary place. But, again,
17 it was a small town. And I was there for, I think, five
18 or six month's altogether. And I was an outsider. I was
19 an outsider when I came, and I was an outsider when I
20 left, but it was a great community, a marvelous little
21 town. And it was a fascinating town because here was a
22 town, you talk about how you divide the State up, here is
23 a town that, in a sense probably was closer to Nevada in
24 terms of Reno, in terms of a drive, what, three, three and
25 a half hours, that's where they identified with, probably

1 more so than with any other part of this State. So you
2 even have these strange situations where we have
3 communities in this state that are really tied closer to -
4 by geography, by commerce and function to area in other
5 States. And so I learned a lot there and, you now, I
6 mean, Monterey County, you know, it's beautiful, I love
7 it, I have family there, so working there was easy. You
8 know, I think I learned that this is an amazing State,
9 with amazing differences, geographical differences, and an
10 amazing complexity, too. I mean, the magnitude of social
11 and economic problems, I think, really varies from
12 community to community, too. I mean, it was quite
13 different in Bishop than Ukiah, the needs, the social and
14 economic needs were quite different than in Ukiah. Did
15 that answer it?

16 MS. RAMIREZ-RIDGEWAY: It did. Additional
17 questions, Panelists?

18 CHAIR AHMADI: I don't have any.

19 PANEL MEMBER SPANO: I just have one. How many
20 minutes --

21 MS. RAMIREZ-RIDGEWAY: We have four minutes and 20
22 second remaining.

23 PANEL MEMBER SPANO: Okay, I'll try to hurry here.
24 You said you looked back on your professional life and you
25 realized you had grown from an exuberant naïve young man

1 to a more thoughtful human being.

2 MR. MONPERE: Oh, my God. I actually wrote that,
3 huh?

4 PANEL MEMBER SPANO: Yeah! You "learned that
5 consensus does not come without conflict and that
6 reasonableness does not imply passivity. Cynicism and
7 disbelief can be directed in political fairness and social
8 change can occur if we are willing to work to effect that
9 change." Can you tell me - tell us about this philosophy.

10 MR. MONPERE: Well, you know, it's just that one
11 changes, and I realized one of the - I think one of the
12 interesting outcomes of doing that whole application is
13 that it got me reflecting on things, my life, my work, and
14 other things. And I realized how much change that not
15 only I had witnessed, but I had been part of, and that it
16 changed me, as well. And you know, it's changed me, I
17 think, in a positive way of being a little more reflective
18 and a little bit more taking time to understand things as
19 opposed to just kind of a knee-jerk reaction that I
20 clearly used to have. And I also was lucky, particularly
21 kind of having a couple friends, one of them I mentioned
22 earlier Seiji Sugawara, who was just an amazing person who
23 helped me kind of understand that time is so important and
24 change, and getting people to recognize that things
25 change, sometimes of their own accord, and you're part of

1 that change, but your power to make that change may not be
2 as great as you may think. So, you know, I think that is
3 what I was saying.

4 PANEL MEMBER SPANO: And of these lessons learned,
5 from this experience you have in kind of self-reflection,
6 how would that help you as a Commissioner?

7 MR. MONPERE: Well, I mean, it would help me in
8 the sense that I think I am much more patient than I used
9 to be, and I am much more able to listen to other
10 viewpoints and not only listen, but to actually understand
11 positive aspects of other viewpoints that I may not have
12 in the early '70s - I may not have seen as such. And I
13 also think that, you know, and I just became a grandparent
14 about three years ago, and it was one of the most amazing
15 experiences, and I think that, you know, both of my
16 daughters and grandson, they live in the State, this is
17 going to be their State, and so I feel at this stage in my
18 life, I would like to help them make it a better State,
19 particularly in the political realm.

20 PANEL MEMBER SPANO: Thank you.

21 MS. RAMIREZ-RIDGEWAY: We have 40 seconds
22 remaining if you'd like to add to that.

23 MR. MONPERE: Just to thank you for the
24 opportunity, the whole process, I'm talking from the
25 application to this interview, and it's been an

1 interesting experience. I admire, I think, the process
2 you are going through, I think it's a positive process. I
3 think it has a lot of potential for our State. You know,
4 and this is a State that I've grown up here, I live here,
5 I love this State, I mean I -

6 MS. RAMIREZ-RIDGEWAY: I am sorry, Mr. MonPere, I
7 have to stop you mid-sentence. Thank you so much for
8 coming to see us. We will recess until 10:59.

9 (Off the record at 10:49 a.m.)

10 (Back on the record at 11:00 a.m.)

11 MS. RAMIREZ-RIDGEWAY: It is 10:59 and our next
12 Applicant is here, Kathleen Beasley. Ms. Beasley, are you
13 ready to begin?

14 MS. BEASLEY: Yes, I am. Thank you.

15 MS. RAMIREZ-RIDGEWAY: Please start the clock.
16 What specific skills do you believe a good Commissioner
17 should possess? Of those skills, which do you possess?
18 Which do you not possess and how will you compensate for
19 it? Is there anything in your life that would prohibit or
20 impair your ability to perform all of the duties of a
21 Commissioner?

22 MR. BEASLEY: I think the most important skills
23 are the ones that are talked about in the law and also in
24 the application process, so those are the ability to be
25 impartial, the ability to analyze complex materials, and a

1 sensitivity to California's diversity across multiple
2 dimensions. And, of course, we wrote about those, all of
3 us Applicants did, in the application process, but I would
4 like to summarize that very briefly because there are
5 people watching who have not read my application.

6 So, when I talked about impartiality, I pointed
7 to my experience as a Precinct Inspector for Sacramento
8 County. And in our County, that means I lead a team of
9 poll workers. And elections are very complex, a lot of
10 things can go wrong, and there is very rigid law about
11 what can be done and what can't be done. So, as a
12 Precinct Inspector, it is my responsibility to carry out
13 those duties, but also make sure people have an adequate
14 opportunity to vote. So I've done that now for seven
15 years.

16 I was also a Newspaper Reporter, by training, by
17 profession. And this was in the days before advocacy
18 journalism, so I was trained in writing fair, impartial,
19 very balanced stories, so that is part of my professional
20 heritage.

21 Turning to analysis, during nine years I was
22 either the Research Manager, or the Deputy Executive
23 Director of the Little Hoover Commission, and during that
24 time, I wrote about 30 reports and almost all of them were
25 very complex, they involved a lot of data, a lot of

1 testimony, doing research on academic studies about state
2 programs, and so I was required to do a lot of analytical
3 work in that role.

4 And finally, in discussing diversity, I talk
5 about the fact that I've lived all over the State because
6 my various stages of my career have taken me to different
7 parts of the State. I'm very familiar with the
8 legislative districts because of a writing project I've
9 done in the past 10 years, and also, during the 13 years
10 that I've been a Communications Consultant, I've done many
11 projects that were based on California's diverse
12 population.

13 So those are the ones that I think are most
14 important, but, of course, then there are the ones that
15 are emphasized in the rest of this morning's questions,
16 like being able to be collaborative, knowing how to work
17 as a team, knowing how to resolve conflict. And I think
18 that, as I answer those questions, I'm hopeful that you'll
19 see that I bring those skills to the table, too.

20 So then, I wanted to turn to the ones that I
21 think - I am hoping - set me apart from other Applicants,
22 like what do I bring that other Applicants might not
23 bring, and so why would I make a good Commissioner
24 compared to other people? So I think that what I would
25 emphasize is that I think a key to the Commission's

1 success will be outreach and communications with the
2 public, and getting them engaged in what the Commission is
3 doing. And my profession happens to be Communications, as
4 well as my passion, so I think I have a lot of ideas for
5 how to raise the visibility of what the Commission is
6 doing and to get that public engagement that is so
7 necessary to making this a successful redistricting.

8 I also have extensive experience in public
9 hearings, and creating public hearings, in gathering
10 testimony, and then, in using an analytical approach to
11 arrive at well-reasoned decisions, that's what the Little
12 Hoover Commission process is all about and I, as I said,
13 did that for years and years.

14 Finally, I'm also well practiced on taking on
15 steep learning curves. In my business right now, almost
16 every week I'm called upon to write about something that I
17 know nothing about, that requires me to interview people,
18 to do some research on the Internet, to look at other
19 materials, and then turn around and write something that's
20 interesting and clear, and that the general public can
21 understand. And I think that my ability to do that, that
22 kind of ability, will be very important on the Commission
23 because a lot of us will have this steep learning curve,
24 and that kind of almost segues to what I want to say about
25 the skills that I lack. I'm not a lawyer and I know that

1 some of the Applicants are, so therefore I do not have
2 legal training; I also have not redistricted before, and I
3 know some of the Applicants have done City Council
4 Districts, they've done Board of Supervisor Districts, and
5 so I recognize that I lack those skills, I won't be
6 bringing those to the table. However, I think those are
7 areas where the Commission is definitely going to be
8 hiring experienced consultants, you know, with the
9 expertise that is needed, and I think that my role in that
10 case will be to listen and to learn. And, in fact, it is
11 possible that I'll even be at a slight advantage because,
12 in those areas, I don't have any preconceived notions
13 about how this should be done, or what I think the law
14 says because I think I know law, but that will not be the
15 case.

16 And then, finally, turning to the very last part
17 of the question, there is nothing in my life that I'm
18 aware of that would prohibit me from fulfilling all of the
19 duties of the Commission. I work for myself, I can be
20 very flexible about my business, I can work as little as I
21 want or as much as I want, and I think that this is going
22 to be for nine and a half months pretty much a consuming
23 job, and I'm able to make that commitment.

24 MS. RAMIREZ-RIDGEWAY: Describe a circumstance
25 from your personal experience where you had to work with

1 others to resolve a conflict or difference of opinion.
2 Please describe the issue, and explain your role in
3 addressing and resolving the conflict. If you are
4 selected to serve on the Citizens Redistricting
5 Commission, tell us how you would resolve conflicts that
6 may arise among the Commissioners.

7 MS. BEASLEY: Well, I live in a small neighborhood
8 of about 400 households, and it's tucked in between
9 Interstate 5 and the Sacramento River, just about five
10 miles from downtown. And there was a developer who wanted
11 to build a hotel on city-owned land, and most of us in
12 this small neighborhood, which is called the Little
13 Pocket, did not want that land to be developed, we would
14 prefer it to remain as it was. So we formed a
15 Neighborhood Association and I was Secretary for that
16 group for the first couple of years.

17 We organized our opposition to this project by
18 having meetings, by putting flyers on porches, by having
19 potluck events to bring people together. We met with our
20 City Councilman, we went to the City Planning Commission
21 meeting, we went to the City Council meeting, we even
22 testified at the State Water Resources Board meetings that
23 were held about this project. I wrote an article that the
24 Bee printed on their Op Ed page. So, it was really a very
25 huge undertaking. In fact, it spanned over about three or

1 four years. And about midway through that effort, the
2 person who was acting as President of our Association
3 moved out of the area, and so I became President of the
4 organization there for the end stage of the battle.

5 Well, if we cut to the chase here, the fact of the
6 matter is the hotel was given permits and he was allowed
7 to build the hotel; however, we were able to get some
8 restrictions that helped protect the neighborhood, things
9 like, you know, how many trucks could be brought in, the
10 hours of operation, the dirt, the noise level, all of
11 those kinds of things, and I think perhaps most
12 importantly, he was not allowed to build any structures on
13 the river side of the levee, which had been in his
14 original plan, and we felt that was important to protect
15 the environment and it was just a flood safety measure.
16 So, we were pleased that we were able to get some
17 accommodations for our concerns. So, that is an example
18 of a conflict that ended with a compromise.

19 So, when it comes to the Redistricting Commission,
20 I think there are several keys to resolving conflicts, in
21 general. One is a clear communication about what the
22 opposing sides are. If you don't understand the opposite
23 person's posture, why they believe what they do, what
24 facts they're working from, then it's really hard to
25 determine what the key issues of conflict are, so that's

1 the first thing you have to do is really understand each
2 other well. The second thing is have a process for
3 finding those areas for agreement because, if you can find
4 some areas of agreement, you can start to build on them,
5 and then, finally, I think it's very important to
6 recognize that compromise is all very well and good, but
7 compromise in this case has to end in a resolution that
8 adheres to the facts and complies with the law. So, it's
9 not like King Solomon cutting the baby in half just
10 because you have two opposing sides, you can't go down the
11 middle. So, we'll all have to recognize as we come to
12 these occasional conflicts, or many conflicts if that's
13 the case, that we are constrained by what we can do. We
14 are going to find the best solutions we can, but we are
15 going to have to adhere to the facts and comply with the
16 law.

17 MS. RAMIREZ-RIDGEWAY: We have about 11 minutes
18 remaining. How will the Commission's work impact the
19 State? Which of these impacts will improve the State the
20 most? Is there any potential for the Commission's work to
21 harm the State? And if so, in what ways?

22 MS. BEASLEY: Well, I'm very enthusiastic about
23 this change and I'm going to go off script here for a
24 minute because I was thinking about it this morning, and
25 the script is largely so I don't run over 20 minutes, so

1 here we go. You know, it made a huge difference, it
2 simply did, when we had the last open Primary law. There
3 were people elected to the Legislature who were more
4 moderate. It also made a huge difference, and I know this
5 because I wrote about Districts for several years in a
6 project called "Who's Who in the California State
7 Legislature." It made a huge difference between the
8 elections that occurred under the Court Redistricting in
9 1991, and the Legislature arrived at redistricting of 2000
10 onward, 2002, onward. So, I know that this can make a
11 difference. But, I do think it's important to set
12 expectations for the voters as we talk to them as a
13 Commission. And that is that the Districts will change
14 immediately, but the outcome of those Districts changing,
15 that could take some time. You know, it's not like
16 suddenly, oh, we're going to all elect people who are -
17 we're going to elect Republicans who are willing to raise
18 taxes, or elect Democrats who are willing to do away with
19 programs, and suddenly everyone will sing Kum Ba Yah and
20 we'll arrive at a Budget must faster; I don't think that's
21 going to happen. But I do think process is important. It
22 is important to have the right processes in place and the
23 transparency, for example, the transparency that you've
24 brought to the application process, allowing people to see
25 the applications online, allowing people to watch these

1 from their homes by video streaming, you know, it's such
2 an open process, and bringing that transparency model to
3 State Government, I mean, that's a big plus right there,
4 if nothing else ever comes of it. So there's definitely
5 the potential for good to flow from this.

6 The potential for harm, of course, is all the
7 flipside, you know, if it's not done well, then we have
8 problems, there will be lawsuits, well, even if it's done
9 well, there may be lawsuits, let's be frank. But there
10 could be successful lawsuits, and so then the
11 redistricting might get kicked back to the courts and
12 maybe do it again, you know, they do a great job, no
13 doubt. But this would undermine the whole hope that the
14 Electorate had that, when they created this Act, they
15 wanted to see an open process, something they could
16 participate in, something they could believe in, and so I
17 would really really hate to see that kind of setback. So,
18 it's really important to this Commission to do a good job.

19 And I honestly believe that there's no reason to
20 believe that the Commission won't do a good job because
21 you've attracted the kind of applicants that seem to have
22 a passion for making the system work.

23 MS. RAMIREZ-RIDGEWAY: Describe a situation where
24 you have had to work as part of a group to achieve a
25 common goal. Tell us about the goal, describe your role

1 within the group, and tell us how the group worked or did
2 not work collaboratively to achieve this goal. If you are
3 selected to serve on the Citizens Redistricting
4 Commission, tell us what you would do to foster
5 collaboration among the Commissioners, and ensure the
6 Commission meets its legal deadlines. You've got about
7 six and a half minutes.

8 MS. BEASLEY: Well, I've conducted a lot of
9 statewide, very large studies, through the Little Hoover
10 Commission, so I am sure that I would be normally expected
11 to talk about one of those, but to be quite frank, those
12 were not collaborative processes, they are not consensus-
13 based, and so, and in fact, the advisory bodies that we
14 would get to help us with these studies, we would warn
15 them ahead of time, in the end, the Commission gets to
16 pick and choose among the recommendations, and so
17 collaboration and consensus is not part of that process.
18 So that's just a little preamble to why I'm going to,
19 instead, talking about my role with the International
20 Baccalaureate Parents Organization at Mira Loma High
21 School. This is kind of - it's a little more
22 sophisticated than your average PTA in that they had a
23 budget of about \$200,000 a year. They had a lot of grant
24 money coming through that they used to enrich the
25 curriculum for all of the students at that high school,

1 not just the International Baccalaureate students. And
2 they also used money to subsidize the test costs for
3 students were not able, the testing is very expensive in
4 that program and students are not always able to pay for
5 that. Anyway, so in addition to being their Secretary
6 for, I think it was three years, I was also the leader of
7 an event called College Sunday, and what this was when I
8 arrived on the scene was three hours in the morning on a
9 Sunday, where parents and students could come and learn
10 about the college application process, how to choose a
11 college, how to get financial aid, you know, and many
12 things like that. And I looked at the event and I
13 thought, "Boy, I think this would be really valuable if we
14 turned it into a daylong event and got a lot more people
15 in, and did some things during the lunch hour so people
16 could understand some college choices, and I think that
17 we'll just grow this."

18 So, I became the quarterback, more or less, would
19 be the way to look at it, and I organized - I arranged for
20 the site, I brought in the speakers, the meals, the noon
21 time displays, the software that figured out who was going
22 to take what class, I mean, I just kind of organized all
23 that. But I had to work very closely with the teachers,
24 the Principal, the parents, the student volunteers, of
25 course, the speakers who donated their time, these private

1 college counselors who came in, so it was this really
2 massive undertaking, and at one point, I was also working
3 very closely with the AVID teachers, that's a program to
4 help at risk, usually economically disadvantaged, often
5 ethnic students, to find a pathway to college. And so I
6 worked closely with them so we could allow those kids to
7 come in to the event for free, those kids and their
8 parents.

9 By the third year, we really had it down pat, and
10 we raised \$10,000, we had 400 students and parents
11 attending an event before that used to draw about 100
12 people, and I just felt it was really successful. The
13 last year we had 45 of these at risk students attending
14 for free, so I felt we'd also broaden the outreach of the
15 event.

16 I think the things that I learned about fostering
17 collaboration through this event is how important, once
18 again, communications are, that's what I will probably
19 circle back to almost constantly in my remarks here, but
20 you have to make sure that everyone knows everything about
21 what is going on all of the time. You have to make sure
22 that, when there are options, you ask people for input
23 because somebody out in the periphery might have a
24 wonderful idea that you've never thought of, unless you
25 ask, you're not going to hear. And then, when decisions

1 are made, you have to make sure that everyone knows the
2 game plan, so you're all moving forward at the same time.
3 And I think that, if you expect people to work well
4 together, you have to establish trust, and that trust
5 usually comes about because you've been clearly
6 communicating with each other. So, those are the kinds of
7 collaborative skills that I would bring to the Commission.

8 MS. RAMIREZ-RIDGEWAY: A considerable amount of
9 the Commission's work will involve meeting with people
10 from all over California who come from very different
11 backgrounds and very different perspectives. If you are
12 selected to serve on the Commission, tell us about the
13 specific skills you possess that will make you effective
14 in interacting with the public.

15 MS. BEASLEY: Well, I've been interviewing people
16 all my life, first as a newspaper report, even when I was
17 in grade school. And then, later as a researcher for the
18 Little Hoover Commission, and then now as a writer for
19 corporations. So, I really am used to the give and take
20 of asking people questions, listening to their answers,
21 building on those questions - I mean, those answers - by
22 asking more questions.

23 And one of the things I've learned over the years
24 of talking to people is that people have different values,
25 they have different life experiences, and this shapes how

1 they look at the world. And I feel that I respect people
2 who are different than I am, I respect their opinions, and
3 in fact, I've often learned from people who are radically
4 different than I am.

5 One of the things I do know is that most issues
6 are not black and white; you may think they are at the
7 beginning, but then, when you dig deeper and listen to
8 more voices, you often find areas of gray that can be very
9 informative and very interesting, and I'll give you one
10 quick example before I run out of my 20 minutes.

11 An early study I was doing for the Little Hoover
12 Commission on in-home supportive services, which provides
13 care for people so they can remain in their homes, and not
14 move on to skilled nursing facilities, we went into that
15 study knowing that elderly, frail seniors were having
16 trouble because they had to hire people on their own, they
17 had to find their care worker, they had to vet their
18 background, they had to arrange the hours, they had to
19 document just - they were the employers, they had to do
20 all the paperwork that you do when you're an employer.
21 This was very difficult for these frail seniors who were
22 already having trouble with the activities of daily
23 living, that's why they qualified for the program. So,
24 one of the solutions that you could immediately leap to
25 was, well, let's have County government do that. Of

1 course, County government didn't want to do it because,
2 that way, the workers would become County employees, and
3 they'd have benefits, they'd be very expensive. But,
4 okay, so you can finesse that, and let's have County
5 government do these functions so the elderly can have a
6 much easier time of receiving these services. Well, it
7 turns out the disabled community came in and they have an
8 entirely different perspective because, from their
9 perspective, these are the people who are attending to
10 their most intimate daily body needs, and they want
11 control over who is part of their life, and so they argued
12 very vigorously not to have the hiring power removed from
13 the person receiving the services. And you can see that,
14 I mean, they had a compelling argument.

15 So, then what we had to do was find a pathway
16 through these divergent perspectives that would protect
17 the frail elderly at the same time that we did something
18 to make sure that we took - that we did not disempower
19 those who were disabled. So, I think we arrived at a good
20 solution and made some recommendations, and I am talking
21 about 20 years ago when I did this report, so I know the
22 program has changed a lot since then. But the concept is
23 that you may think you know something, you may arrive at
24 conclusions, but you just have to keep talking to people
25 and you have to keep listening to their answers to really

1 get to the bottom of things, and I think that that is an
2 important attribute to bring to the Commission.

3 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi.

4 CHAIR AHMADI: Thank you. Good morning, Ms.
5 Beasley.

6 MS. BEASLEY: Good morning.

7 CHAIR AHMADI: Is there anything you want to add
8 to the last response? I know you were running out of
9 time, so feel free to add anything if you want.

10 MS. BEASLEY: No, no, I was fine on that, but I'm
11 relying on you to ask follow-up questions on other things
12 because I know you do that.

13 CHAIR AHMADI: Yes, thank you so much. Well, I
14 don't have that many follow-up questions on your
15 responses. I think I'm clear on your responses, so I
16 appreciate that. But I do have one or two.

17 In response to question 1, you mentioned something
18 about the importance of not having any preconceived
19 notions, when you were talking about you are not having a
20 legal background, or that much legal background, or not
21 having done redistricting before, you looked at the
22 positive side that that may be your contribution in terms
23 of not having preconceived notion. Why do you think
24 that's important?

25 Well, I think any time that you get into legal

1 requirements, I mean, the reason you have lawsuits and you
2 have lawyers on both sides of an issue, arguing radically
3 different positions about what the law says, I think that
4 it's easy to think if you've had experience as a lawyer,
5 it's easy to think that you could read the law and know,
6 or it's easy to read a few cases and think that, "Oh,
7 okay, I understand what the courts meant there," and they
8 could be absolutely right. If you've redistricted a City
9 Council before, you know how, if you change the line here,
10 it has some ripple effect that changes those lines over
11 there, and so maybe you have some ideas about the best way
12 of doing that. But maybe that isn't the best way, maybe
13 in the 10 years since you've done redistricting, maybe
14 there's a better software program, maybe there's a better
15 way of doing things. So, all I'm saying is that I don't
16 come to the table with - I know I don't have special
17 knowledge about those two very important functions - what
18 is the law? How are you actually physically going to sit
19 down and do the redistricting? And so I don't have
20 preconceived notions, I think that I'm open to listening
21 to everybody's ideas of how we should do it.

22 CHAIR AHMADI: Got you. Thank you. My last
23 follow-up question to the responses was - not so much
24 follow-up - but you mentioned that many issues are not
25 black and white.

1 MS. BEASLEY: Right.

2 CHAIR AHMADI: And, again, putting that concept in
3 perspective in terms of the Commission's work, how do you
4 think the Commission, or the Commissioners, should
5 approach with the responsibility that they have, in terms
6 of, you know, the issues that California residents have,
7 for example? How do you gauge what is - how much weight
8 do you give to each of these conflicting issues, perhaps?

9 MS. BEASLEY: And I think that's really the key to
10 what their challenged, what the Commission's challenge is
11 going to be. And I have thought about that because, once
12 I knew I was in the pool of 120, I started reading and
13 asking questions, and looking around, and one of the
14 things I found was Professor McKaskle's paper called "The
15 Conscientious Redistricter," and as you know, Professor
16 McKaskle was the counsel for the last two times that the
17 Courts did the redistricting and, of course, he's also an
18 Applicant in the "other pool," as it's called. And so I
19 read that paper and, at first I thought - one of key
20 thrusts of the paper is that you should bend over
21 backwards to have the redistricting comply with the law
22 because, out of everything else, when you get down to the
23 end of the road, you don't want to have it overturned by
24 the courts. And at first, that kind of rubbed me the
25 wrong way because I thought, well, you know, I think it's

1 really important to listen to the voice of the people, and
2 to identify community interests, and to make sure we're
3 doing things that make sense on the ground. But the more
4 I read about what he had written, and the more I think
5 about it, I actually do think the first responsibility,
6 the primary responsibility, is to create a redistricting
7 plan that is legal and that will withstand whatever tests
8 are in front of it. Because, I will go back to my answer
9 about harm, it is really important for the first
10 Commission not to fail. I just would like to see the
11 Commission do an outstanding job, it doesn't mean that
12 there won't be some people who are unhappy, you know,
13 that's going to be part of the process. But I think in
14 the end we have to make sure that it's legally defensible.
15 And my understanding is there are four counties that are
16 under special review because of the Voting Rights Act,
17 there are also plenty of districts down in Los Angeles
18 that have minority populations that have shifted and grown
19 and changed in the last 10 years, and obviously we're
20 going to have to pay very special attention - if I'm on
21 the Commissioner, I'm sorry - we - but the Commission will
22 have to pay very special attention to those situations
23 because, at the end of the day, no matter how many people
24 you've made happy, if the Redistricting Plan is not
25 legally compliant, then we have problems. Did that answer

1 your question?

2 CHAIR AHMADI: Yes, yes, but I have one follow-up
3 question to make sure I got it clear in my mind.

4 So, you are saying that one of the first criteria
5 that the Commission has to comply with is legal
6 requirements, or the Voting Rights Act, for example, you
7 mentioned. In areas where you probably would have
8 flexibility in terms of, you know, drawing the line that
9 dissects a city boundary or not, where in both options in
10 my example, if you have options that are still in
11 compliance with the law, what factors do you think the
12 Commission should consider to make sure that it's the best
13 line for the residents?

14 MS. BEASLEY: Well, it appears to me that you
15 would have to place the most weight on the testimony of
16 the people involved in that area. But, of course, that
17 could be all over the map because I'm presuming that, as
18 we hold public hearings, that you'll have City people
19 coming in, and County people coming in, I mean, people who
20 work on behalf of the City Government or the County
21 Government, in these different places. And I'm presuming
22 they may have one perspective and I'm presuming
23 neighborhood people may have another perspective, or not.
24 It's just a little hard to tell. So, the problem with
25 asking me a hypothetical like that is I'm not sure which

1 way the weighting will go, but that's once again back to
2 my idea of you have to keep asking questions.

3 One of the things I'm concerned about is I think
4 that we need to hold a lot of public hearings. The
5 problem with only holding a few public hearings, which of
6 course would be much more cost-effective, much more
7 efficient from a governmental standpoint if you just hold
8 one in San Francisco, and one in Sacramento, and one in
9 LA, you know, the problem is it's kind of a two-fold
10 problem, first, you don't get to hear those voices from
11 all the outlying areas from people who are very engaged in
12 doing their daily living and are not going to stop
13 everything and drive to San Francisco, or Sacramento, or
14 Los Angeles.

15 The second thing is almost the flipside of it, I
16 mean, in some ways, you're not going to get enough people
17 coming from far distances, but the other side is, if you
18 hold them in these big urban areas and they're the only
19 ones you hold, then you get a lot of people and suddenly
20 you're sitting here saying, "You only have two minutes to
21 tell me exactly how you feel about this." And you know,
22 you've see that in a lot of public hearings in State
23 Government, City Government, you know, "You only have two
24 minutes because there are so many of you that want to
25 talk." Well, I'll tell you right now that you often don't

1 get to the bottom of talking to somebody, interviewing
2 somebody, understanding their position, in two minutes,
3 you just don't. And so it does seem to me, and I know I'm
4 walking a far astray from where you started your question,
5 but -

6 CHAIR AHMADI: No, that's fine.

7 MS. BEASLEY: -- it does seem to me that we have to
8 hold as many public hearings as we feasibly can, engage
9 the public to come out, and then listen, and then, once I
10 have that kind of evidence in front of me, then I would
11 probably have a better answer to your question of how to
12 decide what is weightier, but right now, I don't have a
13 good answer for that.

14 CHAIR AHMADI: Thank you. So, just to make sure
15 that I understood, you are saying that it depends on the
16 facts, basically.

17 MS. BEASLEY: Yes.

18 CHAIR AHMADI: In terms of, you know, what are the
19 issues at stake?

20 MS. BEASLEY: Right.

21 CHAIR AHMADI: And what the residents prefer.

22 MS. BEASLEY: Yes.

23 CHAIR AHMADI: Okay, thank you so much. You know,
24 I also have 20 minutes, so I have to make a decision which
25 question to ask next.

1 MS. BEASLEY: I know, and I talked a long time, I
2 am so sorry.

3 CHAIR AHMADI: No, that's fine, thank you. It's
4 helpful. You mentioned that, in your position of Public
5 Information Officer for the Victim's Compensation Board -

6 MS. BEASLEY: Yes.

7 CHAIR AHMADI: -- and this is based on your
8 application, you mentioned that you were not a good fit
9 for the needs. Can you explain why this did or did not
10 work for you?

11 MS. BEASLEY: I came in as a person that was asked
12 to work with the supervisor who hired me, to change the
13 communications within the department, and to change the
14 external communications; but she left within about two or
15 three weeks, and then I was kind of stuck in a limbo, and
16 it felt to me like every time I tried to move forward with
17 any of the projects they had identified to ask me to take
18 on, it just - we weren't getting anywhere, we weren't
19 getting any closer to getting things done. And they
20 really wanted somebody who could do newsletters and who
21 could write opening remarks for the Chair - I don't think
22 she was - the Executive Director, sorry, I couldn't
23 remember her title for a moment. And I am capable of
24 doing those things, but it's not the highest and best use
25 of my time, and I did them, I'm not going to say I didn't

1 do them, but eventually it got to the point where it just
2 didn't feel like a good fit, so I returned to my private
3 business.

4 CHAIR AHMADI: Okay, thank you so much. I just
5 wanted to clarify that.

6 MS. BEASLEY: Sure.

7 CHAIR AHMADI: My next question, based on your
8 application, can you tell us why some people in
9 communities have historically had less opportunity to
10 participate in the electoral process and how, if you are
11 selected as a Commissioner, would you try to engage them
12 in the process?

13 MS. BEASLEY: I think the second part is actually
14 much easier for me to answer. I think historically
15 Districts have been drawn in such a way that populations
16 were diluted, or they were - well, I mean, there was
17 always a district, so it's not like anyone was excluded;
18 but you, of course, can draw district lines in such a way
19 that populations are diluted, so that a diverse and ethnic
20 group, for instance, does not always have the opportunity
21 to speak as a united voice.

22 But, in terms of engaging diverse populations,
23 I've done a lot of work with the Sierra Health Foundation
24 on asset-based community development, where you look at
25 communities not as sinkholes of need, but as worthwhile

1 communities that have their own contributions to make.
2 And so, then you go into seeing how you can strengthen
3 those communities by turning to them as an asset, instead
4 of as some community in need. And so I think that some of
5 that translates. I have also done a lot of work in the
6 education field, listening to how people do outreach in
7 ethnic communities - successfully - to get parents engaged
8 in schools, even though they may be poor and they may be
9 working and have tons of children, and not be able to get
10 away, you can still - it's not that they don't care about
11 their children's education, and so you can find techniques
12 to bring them in.

13 So, what techniques would those be? Well, among
14 other things, when you hold public hearings and you know
15 that you are in the midst of an ethnic community whose
16 native language is not English, you can have translators.
17 If you know you're trying to engage a lot of families with
18 young children, you can provide childcare services. One
19 of the things I would like to do as pre-comprehensive
20 outreach for the Commission is make partnerships with the
21 New American Media, for instance, is an organization of
22 ethnic media, and at one point when I was writing about
23 teacher education, we partnered with them, and they ran
24 some articles, ran a contest, all to stir up interest in
25 having minority students become teachers, and so you can

1 partner with ethnic media to get the message out that we
2 have this Commission, we're holding these hearings, this
3 is important, here's why it's important. There's also the
4 California Broadcaster's Association. They are an avenue
5 for doing public service announcements, so if you have
6 some amount of money to do paid advertising, then you can
7 also leverage that and like double, triple, quadruple,
8 your air time exposure by doing public service
9 announcements as part of that. So, there are different
10 techniques you can use to make sure you get the word out,
11 and then different techniques you can use about the actual
12 meetings to make sure they're useful for people, the
13 translation, the childcare, things like that.

14 And one of the things I would like to do, if I
15 felt I was going to be on the Commission, I think that I
16 would sit down and really create a communications plan
17 that I could bring to the Commissioners, in saying, "This
18 isn't the be all and end all, but here's one way of
19 looking at how to do communications," because I'm not
20 positive there's going to be enough money to hire all of
21 the experts we need, including the outreach specialists
22 that we may need.

23 CHAIR AHMADI: Okay, thank you so much, again.
24 How much time do I have left? Thank you so much.

25 In your application, again, I came across, you

1 know, when you were describing your experience being on a
2 jury.

3 MS. BEASLEY: Oh, yes.

4 CHAIR AHMADI: You made a statement that I just
5 want to have you clarify or maybe elaborate on for us,
6 please. You mentioned that that experience allowed you to
7 gain insight into - and I'm just paraphrasing, how fragile
8 our ideal impartiality can be.

9 MS. BEASLEY: Right.

10 CHAIR AHMADI: Could you elaborate on that,
11 please, what you mean?

12 MS. BEASLEY: You know, we all watch these court
13 dramas on TV and the jury goes back in the room and they
14 say, "Oh, my God, look, this evidence showed this, that
15 evidence showed that," and I was sitting on an assault
16 case and we went back into the Jury Room and one young
17 lady said, "God, can we just get this over with? I want
18 to get home by 5:00." And another person said, "Well, I
19 think he looked guilty." And, I mean, I swear to you,
20 this is exactly what happened. And so it was very
21 difficult because, well, of course it was - to me, all of
22 these cases are important, but I guess that it was just an
23 assault case, no one was going to be put away forever, but
24 there was a lack of seriousness about the process and what
25 we had - the testimony we had just listened to. And I

1 found that not encouraging.

2 CHAIR AHMADI: What was your role on that jury? I
3 mean, were you a Foreman or -

4 MS. BEASLEY: No, I wasn't the - someone else had
5 actually had experience on a jury before and we elected
6 her to be the Forewoman.

7 CHAIR AHMADI: So, what was the result? Did you
8 have a hung jury or --

9 MS. BEASLEY: You know, as a matter of fact, it
10 did turn out to be a hung jury. It was just a fairly
11 minor case. You know, it's just really important that
12 processes are put in place, and then that they're followed
13 because it makes a difference in having people think that
14 - be convinced that the system is fair and that it's
15 working the way that it should be. And I think that, in
16 that case, I just looked at it and thought, "Wow, this
17 isn't working any of the ways that it feels like it
18 should."

19 CHAIR AHMADI: So, at the point that you felt this
20 lack of interest on their part, or you mentioned that, you
21 know, there was a jury member who wanted to just go home,
22 and because he had other -- or she had other
23 responsibilities - what did you do? How did you confront
24 that?

25 MS. BEASLEY: Well, what I did was suggest that we

1 go through the evidence and compare notes on - well, I
2 mean, we weren't allowed to take notes, just one of those
3 odd things that they do with juries, but that we compare
4 the evidence and talk about what we heard and what we
5 believed based on what we had heard, and I tried to, in my
6 role, which was not as Forewoman, I tried to turn us back
7 to the facts of the case in getting a discussion going.
8 But I do have to admit to you, this was about 15 years
9 ago, so I actually don't remember all the details of the
10 case.

11 CHAIR AHMADI: No, that's fine. I understand. I
12 have kind of my standard question about your interaction
13 with members of the Legislature, or their staff, in either
14 house of the Legislature. Have you had any interactions
15 in the last 10 years?

16 MS. BEASLEY: In the last 10 years, no. I would
17 say not, except that I have a semi-empty nest, and so I
18 was actually renting out a bedroom, or I was talking about
19 renting out a bedroom, and one person who came to look at
20 it actually was a Legislator, but that's - he didn't rent
21 it and that's the only time I met him. So, I believe, you
22 know, when I was with the Little Hoover Commission, I
23 actually testified on bills from a perspective of what our
24 report said and what our recommendations were. But, I
25 haven't been with the Little Hoover Commission in 13 years

1 and, because of the way term limits work, I'm pretty
2 positive I don't know anyone in the Legislature anymore.

3 CHAIR AHMADI: Okay, what about the Governor's
4 Office? Or his staff?

5 MS. BEASLEY: No, I don't know anyone.

6 CHAIR AHMADI: All right, thank you so much. No
7 more questions at this point.

8 MS. RAMIREZ-RIDGEWAY: Ms. Camacho.

9 VICE CHAIR CAMACHO: Thank you. Hello, Ms.
10 Beasley.

11 MS. BEASLEY: Good morning.

12 VICE CHAIR CAMACHO: To kind of go back a little
13 bit to your enhancement of the College Sunday, you
14 increased the attendance from 100 to 400.

15 MS. BEASLEY: Yes.

16 VICE CHAIR CAMACHO: That was due in part to
17 increasing the availability of information that was going
18 to be provided. Was there any - was the attendance only
19 by a particular group, so this inter- -- is it intramural
20 or inter -

21 MS. BEASLEY: International Baccalaureate -

22 VICE CHAIR CAMACHO: International - were they the
23 only individuals that could -

24 MS. BEASLEY: Oh, no, no. No, it was open to the
25 whole school, and it was - and the event had gone on for

1 10 years before I came along, and so it was well known
2 that this was a good thing to go to because, if you didn't
3 know anything about filling out college applications, or
4 what kind of colleges were out there, it was just a nice
5 little way to get started because, originally, it was
6 these three one-hour sessions, and you could sign up to go
7 hear about Liberal Arts Colleges, or you could sign up to
8 go hear about - someone came in from the U.C. system, and
9 hear them talk about what their requirements are, so you
10 could sign up for these different classes. I just thought
11 that there was so much more that could be done with that,
12 so I restructured it so that there was a whole morning
13 session that was a general assembly, we all met in the
14 gym. And I brought in an expert from U.C. Davis who
15 talked about the college application process and how to
16 find a good fit for your student, or how your student
17 could find a good fit. I think I also - yeah, I'm pretty
18 sure that I also put the financial aid component in there
19 because almost everyone needs to know about financial aid
20 and there are a lot of - at the time, I had worked part
21 time for EdFund, which has been in the news lately, but I
22 knew a lot about financial aid, so I brought in an expert
23 from EdFund so that parents could understand what was
24 available, what the FAFSA was, all of these things that
25 all parents who have children contemplating going to

1 college need to know about. So, I did that whole morning
2 session. And then we created a lunchtime event where we
3 had different programs come and put out their displays, so
4 that people could wander around while they were eating
5 their lunch, and chat with college representatives at
6 different tables. And then, in the afternoon, we had the
7 three sessions that you could choose from, and we kind of
8 broadened that. I mean, there was one person - one
9 private college counselor who talked about the student
10 athlete and how student athletes can make themselves more
11 attractive to being recruited by a college. Sorry, I'm
12 blanking on all of the sessions. So, I just tried to make
13 it a more enriched experience, and I will tell you,
14 originally they were charging, I think, either \$10.00 or
15 \$12.00, and I did make it a \$20.00 event, but I also made
16 it so much more valuable that I never had anybody say that
17 it wasn't well worth it. In fact, I did surveys at the
18 end of every - the three years I did it, everyone was
19 encouraged to fill out a survey, so we'd know if anything
20 went wrong, or if they - I mean, there was the year the
21 student volunteers didn't bother to buy any water, so, you
22 know, it was all soft drinks, and so there would be little
23 complaints like that. But, definitely, it was an event
24 that grew a lot and increased in value, which I thought
25 was important, but it was open to everybody in the school

1 and, in fact, I would get calls from other schools and it
2 was actually open to anybody who wanted to pay the twenty
3 bucks.

4 VICE CHAIR CAMACHO: What outreach effort was
5 performed for this College Sunday event?

6 MS. BEASLEY: Let's see, so I had all the normal
7 things that worked for our school, which would be morning
8 announcements, putting it in the newspaper, sending it out
9 to the e-mail list that the parent - there were three
10 different parent organizations, believe it or not, at this
11 high school of about 1,800 kids, so there was the normal
12 run of the mill PTA, there was the International Studies
13 Program had a parent organization in the International
14 Baccalaureate Program had a parent organization, and they
15 all had e-mail lists. So, we did that. I reached out to
16 counselors at other high schools, so that other high
17 schools - and sent flyers to other high schools so that
18 they could be posted, so that we could try to get more
19 kids in from other areas. I worked very closely with the
20 AVID instructor, the person that was heading up the AVID
21 Program. As I said, part of the problem that you have is
22 some kids don't perceive themselves as college material.
23 Now, you want to be careful because you don't want to say,
24 "Well, if nothing else, you could go to community
25 college," as though that was not a good track, or so that

1 that was their only option, but one of the things I did do
2 was try to broaden it, so we definitely had community
3 college sessions because you can do an amazing number of
4 things at community college; you can get certification to
5 be an auto mechanic, you know, these flag guys out on
6 CalTrans that do the flags, do you know that you actually
7 can take a certification course at a community college to
8 become certified to be a flag person for CalTrans. I
9 mean, there are just amazing things that Community
10 Colleges do. So, there is no kid that has to say, "Hmm,
11 don't want to do college anymore, maybe I'll just go get a
12 job at the grocery store." I mean, even if you go get a
13 job at the grocery store, there are things you can do at
14 Community College that help you be more successful over a
15 long life. So I worked closely with the AVID Teacher to
16 design special flyers that went to those kids' classrooms,
17 to try and emphasize things that might be of more interest
18 to them, and then, as I said, made sure that they and
19 their parents could attend for free. So, those were some
20 of the examples of outreach. I also talked to the
21 *Sacramento Bee* and I think we got one story written one
22 year, but that's always a little harder to accomplish.

23 VICE CHAIR CAMACHO: In all these outreach efforts
24 that you did, was there any effort to bring in the under-
25 represented individuals in? And how was that performed?

1 MS. BEASLEY: That would be through AVID. A lot
2 of - the school itself is ethnically diverse, it has a lot
3 of Ukrainians, not so many African-Americans, a lot of
4 Hispanic students, a lot of Indian students, not Native-
5 American Indian, India Indian. And so most of my efforts
6 in that regard were through the AVID program.

7 VICE CHAIR CAMACHO: Was there any requests to
8 have this, any of the information provided out in other
9 languages, so parents could understand it at home? Or
10 have interpreters present so they could get the same
11 information, as was being received by everybody else?

12 MS. BEASLEY: That would have been a nice
13 addition, especially having it in Ukrainian and Spanish,
14 which were some of the more prevalent languages, but, no,
15 that turns out not be - that turns out to cost quite a bit
16 of money, which I do understand that that would be a
17 stumbling block for the Commission, as well. But, on the
18 other hand, the one thing that I was able to do is all of
19 the financial aid information that goes out through EdFund
20 also comes in Spanish, so we did have those resources
21 available in Spanish, not Ukrainian.

22 VICE CHAIR CAMACHO: Was there information to
23 individuals that didn't quite understand what was being
24 provided to them, options where they could go to get this
25 information, so they could understand?

1 MS. BEASLEY: You know, no one ever brought in
2 those kind of questions to me, and I made sure that there
3 was my phone number everywhere, there was an e-mail
4 address where everyone could reach out. All of the
5 counselors in the high school, I talked with them, they
6 knew about the program, they pushed on kids. And the
7 counselors were the ones that helped us determine who
8 needed, you know, we were not going to make anybody fill
9 out an application and say, "Are you needy? And
10 therefore, do you need to come to this for free?" So the
11 counselors were the gatekeeper for that. And I have to
12 admit to you, I didn't say to the Counselors, "Is there
13 somebody that I should be helping in a different
14 language?" But that kind of request never came to me,
15 either. And we were expanding the outreach in terms of
16 getting information in, in Spanish, once again because
17 that was available through EdFund, but there was only a
18 limited amount that we could do.

19 VICE CHAIR CAMACHO: So, it sounds like you might
20 have talked to the counselors to kind of find out what
21 other needs there might have been, and how you could
22 really effectively use your funds and get the word out to
23 the population.

24 MS. BEASLEY: Oh, absolutely. In fact, I'm really
25 talking mostly about the third year because, the first

1 year, I didn't - you know, I was just getting my feet wet
2 and so I actually was not focused on reaching out to
3 diverse populations, or non-traditional kids who wouldn't
4 normally be thinking about college. And by the second
5 year, I was. But I didn't connect with the right people
6 and I didn't do a good enough job, so I was really focused
7 on the third year, and that's why I feel particularly
8 proud about the 45. It may not sound like much to you,
9 but that's actually a pretty good turnout for a population
10 that isn't interested in devoting their weekend, their
11 Sunday, to coming out to an event, unless you help them
12 understand why this could be important, what could they
13 get out of it, you know? And that's what we tried to do.
14 And I think we succeeded at some level.

15 VICE CHAIR CAMACHO: So, the AVID individuals that
16 came that were 45, you didn't really see them the first
17 two years, but you really saw their presence in the third
18 year? Or did you see a few, but you really saw the
19 increase on the third year?

20 MS. BEASLEY: Yeah, there were a few because I
21 don't want to make it sound like I was the first person
22 that ever came along and said, "Ooh, let's involve
23 everybody." No, they would usually have, you know, I want
24 to say it was like between five and six or eight, or
25 something like that, would attend for free. And so that

1 was the benchmark, the marker I could use, to demonstrate
2 that, yes, we reached out to more people. We knew we got
3 more people to come for free. I mean, it's kind of a
4 lousy marker, but it was a proxy for reaching out to
5 people that would not normally have attended the event.

6 VICE CHAIR CAMACHO: Okay. In your application,
7 you were a lead on a study of Charter Schools where you
8 visited 25 different campuses throughout the State. When
9 did you perform this task and for whom?

10 MS. BEASLEY: It's just interesting that that
11 happens to be the study I brought because I have 30 of
12 these sitting at my house. As it says right here, it was
13 in March of 1996, so I was with the Little Hoover
14 Commission and we decided to do a study on Charter
15 Schools. And I think one of the reason that sticks with
16 me is there is a real case where you couldn't do it all by
17 just sitting in a room, you know, Charter Schools were
18 actually fairly new in 1996, especially in California.
19 And you couldn't do this study just by calling the
20 experts, or going over to the State Department of
21 Education. I mean, I think it really did make a
22 difference to what we were able to put into the report,
23 and the Commission's understanding of this topic, because
24 I did go out and I met with people, and I looked at the
25 facilities on the ground. And at the time, there were 89

1 Charter Schools in the State of California, and by
2 visiting 20 -- I think it actually turns out to be 26 or
3 something -- I have visited more than a quarter of them
4 physically on their campus and it just, I think it gave a
5 richness to the report. And, of course, the connection
6 there to the duties of this Commission, are that if you
7 reach out to the people and if you go out and understand
8 what they're talking about, within the constraints of what
9 we can do budget-wise and time-wise, you know, it makes a
10 difference to the conclusions you come to it, it just
11 does.

12 VICE CHAIR CAMACHO: For those 25 of the 89 or
13 about 25 of the 89 Charter Schools that were out there,
14 who did you meet with, and why did you meet with those
15 particular schools and/or individuals?

16 MS. BEASLEY: Well, this was in 1996, so, I have
17 to really think back. Yvonne Chan always sticks out and
18 always will, she was the Principal and, I believe, may
19 still be the Principal, of a Charter School in the Los
20 Angeles area, so she was the Principal. In some cases, I
21 met with parents to ask them, "Okay, why did you want to
22 enroll your student in this school?" But they were
23 usually organizers. I did talk to some teachers. And,
24 you know, Charter Schools are different from normal public
25 schools, they are still public schools, they're paid for

1 with public funds, but they usually involve a group of
2 people who go off and say, "We want to do a school this
3 way," so I would make sure I would talk to whoever it was
4 that was behind making the Charter Schools become a
5 reality and then, as I say, I know at least two or three
6 times, I definitely talked to parents." I don't remember
7 actually talking to any students because, you know, there
8 are some privacy issues and that's not - and I was not
9 visiting any high schools. Charter High Schools may still
10 be very rare; at the time, they were very rare.

11 VICE CHAIR CAMACHO: So, these 25 different
12 campuses, or 26 different campuses, was there a selection
13 process on which ones to look at and why?

14 MS. BEASLEY: I think those were driven by budget
15 constraints, so I was able to fly into LA and do several,
16 and I'm so sorry, I didn't re-read the report, not knowing
17 you'd be focused on it. So, I don't quite remember all
18 the details. I remember that, in the case of Sacramento,
19 of course, I went to everyone that I could drive to. In
20 the case of LA, I flew there and rented a car and did
21 everything I could do in two days because I believe I
22 stayed overnight, I am just kind of remembering - vaguely.
23 And the San Francisco ones, I could drive to, and I know I
24 ended up in Santa Barbara, so obviously I drove down the
25 Coast, probably picking up whatever I could as I went.

1 So, I actually don't remember, except that I needed to see
2 ones that were already on the ground and operating and I
3 usually talked to people by phone if they were still in
4 the process of creating their Charter School. But it
5 wasn't a random selection, it was not like we put them all
6 in a hat and drew them out.

7 VICE CHAIR CAMACHO: So, do you remember the
8 criteria that was used to select these particular Charter
9 Schools?

10 MS. BEASLEY: I honestly believe it was simply,
11 could I get to them without, you know, spending a lot of
12 time on the road, or spending a lot of money flying to
13 remote corners of California.

14 VICE CHAIR CAMACHO: Okay, thank you. You talked
15 about all this data that you would obtain and prepare
16 reports for the Little Hoover Commission. Would you be
17 obtaining all the information so you would have to
18 identify the information, synthesize it, and then put it
19 into reports? Would that be your job?

20 MS. BEASLEY: Yes. The Little Hoover Commission,
21 I don't know how they're staffed now, but during the years
22 I was there, we had four or five people, like two or three
23 support people, and then the Executive Director, the year
24 I was Deputy - the couple of years that I was Deputy
25 Executive Director, that would be my spot, and then a

1 Research Manager, so that there were always two of us
2 doing studies. But it's pretty much a one-man job, and
3 so, in any study, you start off by calling the obvious
4 suspects, if I could put it that way, and then, as you
5 interview them, you also ask, "Who else should I talk to?
6 Who else is a good source on this?" And so you just
7 broaden your net of talking to people, and then you, of
8 course, in those days Google wasn't quite as pervasive as
9 it is now, if it existed at all, and so then you'd start
10 doing searches and libraries, you know, see what the
11 Senate Office of Research has done, the California
12 Research Bureau, have they done anything on it? Has the
13 State Bureau of Audits done something? Has the
14 Legislative Auditor - you know, you go to all these kind
15 of normal sources and say, "Okay, what's been done before?
16 Let's gather that all together." You sift through that
17 because a lot of times, those sites, earlier studies, or
18 earlier people that you haven't run into - each study, you
19 kind of - you run two or three of them at the same time,
20 so it's pretty exhausting, but each study takes six to
21 nine months, if not a year, on the really big ones, and it
22 is this process of you talking to people early on, and
23 then you kind of accelerate it in the middle by you
24 bringing everybody together as an advisory body, and have
25 them in a room, and you say, "Okay, here's what we're

1 trying to do, we're trying to do this study on skilled
2 nursing facilities, so help us understand what the issues
3 are." And you make it that open-ended. And you get the
4 white board - in those days, it was probably a chalkboard,
5 but anyway, you write down -- a flipchart, you write down,
6 okay, the first issue is that the State doesn't inspect
7 often enough, and the second issue is that skilled nursing
8 facilities aren't getting a high enough payment out of the
9 Medi-Cal system so that they can have enough staff. And
10 so you list all these issues, and then you start asking
11 the people in the room, "Okay, now, who else should we be
12 talking to about those things?" So it's just this
13 constant process of, you know, let's reach out, let's get
14 more information, let's develop more information. Once
15 you kind of get a handle on all the materials, then you
16 have to start - you have to think ahead because you're
17 kind of saying to yourself, we're going to hold two public
18 hearings on this topic, and so who are the experts that I
19 want to line up? Because you line up a few people, and
20 then you also invite anybody that wants to talk to come
21 in, but you want to start off with a couple of strong
22 people who can really ground the Commissioners in the
23 topic. So, you're thinking about this the whole time
24 you're going through your research process and, as part of
25 that, you also write a background briefing paper for the

1 Commission, so they understand the breadth of the material
2 that you've looked at, and what the issues are, you do
3 these public hearings, then, based on all of that, you
4 meet with the Commission and come up with some
5 recommendations. And then you write these very long
6 reports, 150, 100-page reports that have different
7 sections, that because you have identified issues, and now
8 you have recommendations. And in each issue area, you
9 want those recommendations to - as one of my Commissioners
10 used to put it, you want it to fall out from what you've
11 written, so that when somebody reads it, they get down to
12 the recommendation and they don't go, "Oh, my goodness,
13 where did that come from?" Instead, they look at it and
14 they say, "Well, yes, that makes perfect sense," based on
15 everything they've read.

16 And so it's this process of building a case and
17 then putting it altogether, and of course, at every step
18 along the way, you have a Commission that needs to be
19 brought along, I mean, not manipulated or hand-held, but
20 then you need to understand what you're finding out
21 because they need to be the ones reaching the decision.
22 So, it's a pretty complicated process.

23 VICE CHAIR CAMACHO: Thank you. That was my last
24 question.

25 MS. RAMIREZ-RIDGEWAY: Ms. Spano.

1 PANEL MEMBER SPANO: Good morning.

2 MS. BEASLEY: Good morning.

3 PANEL MEMBER SPANO: Did you need water or
4 anything?

5 MS. BEASLEY: I was just thinking of a drink,
6 thank you.

7 PANEL MEMBER SPANO: Usually that happens when
8 they get to me. Okay, you mentioned in your application
9 that, as a communications consultant, you have attended
10 education conferences, written about healthcare issues,
11 and produced reports on the Latino Experience, and senior
12 citizen issues, in a rural community.

13 MS. BEASLEY: Right.

14 PANEL MEMBER SPANO: What is the Latino
15 Experience?

16 MS. BEASLEY: You know, that was the name that the
17 El Dorado Foundation up in El Dorado County gave this day-
18 long seminar. They wanted to focus on how Latinos found
19 El Dorado County when it comes to livability. What was
20 happening to the Latino Community? Because the people who
21 ran the foundation felt that the Latinos in that county
22 are largely hidden from view most of the time. So, do
23 they find living in El Dorado County easy? Is it
24 difficult? Are services available to them? There were
25 all these kind of complicated questions, and they wanted

1 to be able to produce a report based on the day-long
2 conference - I forget, they actually had a special word
3 for it - but anyway, the convocation of all of these
4 people that came together, and I've often been hired to do
5 those kinds of things, go to a day-long event, and then
6 produce a post-event report. And so they called me in.
7 It was very interesting. It was both in Spanish and in
8 English, and they had a lot of testimony in the morning,
9 and then they broke up into groups around issues that they
10 thought were important, like transportation and childcare
11 and education. I think there were about seven issues.
12 And in these little groups, they would gather and they all
13 stood up, so that it would move along a little bit faster
14 because people sit down, they take more time, but if you
15 all stand up, it kind of sharpens the brain because you
16 want to get it done in a hurry, so then they would write
17 on the flipcharts all of the issues around that, and all
18 of their experience, and then, during the noon hour, they
19 brought all those back to the full group and discussed
20 them for a while. And then, at the end of the day, they
21 came up with some suggestions about how El Dorado County
22 could reach out to the Latino Community, how things could
23 be improved. And it was just a very interesting day.

24 PANEL MEMBER SPANO: But what did they suggest?

25 MS. BEASLEY: I think there was a lot of

1 information around the idea that, well, in essence, you
2 actually need more public services for people, regardless
3 of whether they're Latino or White, you know, the idea was
4 you needed more public transportation, more afterschool
5 activities for children. It did seem to me that a lot of
6 the issues were cross -- would work across many
7 populations.

8 PANEL MEMBER SPANO: So they didn't really get
9 into every the cultural diversity or the values that are
10 different - distinguished Latinos from, say, the Mexican-
11 Americans? No? They didn't.

12 MS. BEASLEY: No, we didn't go into different -
13 you know, we didn't go into different cultures within the
14 Hispanic or Latino community. They did talk about
15 cultural sensitivity, when caseworkers reach out, but once
16 again, I'm sorry, this was like six or seven years ago,
17 and it's not fresh in my mind.

18 PANEL MEMBER SPANO: Okay. Do you remember the
19 critical issues for the elderly in the rural community?

20 MS. BEASLEY: Oh, yes. Now, that was a lot about
21 feeling isolated because the problem that happens in the
22 rural community is, once again, they don't have good
23 public transit. And often the elderly are dealing with a
24 caretaker role for their spouses or their partner, or
25 they're completely isolated and on their own. So, those

1 were a lot of the issues that were first and foremost for
2 the elderly.

3 PANEL MEMBER SPANO: And how did these issues
4 differ from those of the elderly in a large urban area?

5 MS. BEASLEY: Well, the report - the daylong
6 seminar for that event didn't do any comparisons, but I
7 would think they would differ because a place like the Bay
8 Area, you know, you can get on BART, you can take a bus,
9 my own mother is having some medical health issues at the
10 moment, you know, they have PACE there, which is a program
11 of all-inclusive care for the elderly, where you can
12 receive services at your home instead of going to a
13 skilled nursing facility, and so there are different
14 resources in an urban environment that you don't
15 necessarily have in a rural environment.

16 PANEL MEMBER SPANO: They didn't get into the
17 healthcare issues of the ethnic or racial groups in the
18 urban areas?

19 MS. BEASLEY: No, I'm sorry.

20 PANEL MEMBER SPANO: They didn't okay. Well, how
21 do you feel this experience would help you, benefit you as
22 a Commissioner?

23 MS. BEASLEY: Well, and you didn't ask about the
24 education one, so let me just segue to that very briefly,
25 not to take up your time -

1 PANEL MEMBER SPANO: Sorry, what?

2 MS. BEASLEY: The education writing that I've
3 done, that deals with cultural diversity. And, you know,
4 I've written a lot about - I've attended events and
5 therefore written a lot about the achievement gap that
6 exists between the scores of White students and Latinos
7 and African-Americans, Hispanics. And I think, in those
8 instances, you know, we see a lot of problems with
9 resources being directed because of the way the school
10 system is, the resources directed to where the teachers
11 go, and if the most experienced teachers are in schools
12 that they perceive to be easier or less challenging, then,
13 of course, all of those resources are going there and
14 that's the more experienced teachers. The less
15 experienced teachers end up in schools that might be more
16 difficult, more challenging, and there's less money to
17 spend in that direction. So, you know, there are a lot of
18 problems that, because we don't structure our programs to
19 reach out to people, that there are a lot of problems that
20 arise out of the structures, the way they exist and the
21 way they operate. I'm sorry, and that's going afield, but
22 the point is that I do understand that different - I think
23 that in all of this writing that I've done, I definitely
24 understand that there are different life experiences that
25 are going on and that, culturally, there are differences

1 in how people receive services, there are differences in
2 whether they're able to stand up for themselves and ask
3 for services because they may not be familiar with the
4 structure, they may not know how to approach it, but I'm
5 thinking, in particular, of one workshop session that I
6 attended on education, where one of the techniques the
7 group used to try and bring in more parents was they hired
8 neighborhood people - at minimum wage - but they hired
9 them to actually go house to house and talk to basically
10 their neighbors about what was going on at the school,
11 what kind of activities they could get involved in, how
12 they could approach their child's teacher, whether or not
13 they understood what the report card meant, I mean, they
14 actually cited one example of the kid coming home and
15 saying the "F" meant that he was doing just fine. You
16 know, so it was kind of elementary stuff, but the
17 difference was made because the person going and sharing
18 this information was a neighbor, and so there was a level
19 of trust that there was not -- that did not exist, and
20 that did not exist if you just had the school sending
21 someone out.

22 PANEL MEMBER SPANO: Uh huh.

23 MS. BEASLEY: And so I think that's an important
24 understanding to bring to the Commission's activities.
25 You know, just because we send out a press release and

1 say, "Okay, we're going to hold a hearing, the Commission
2 is going to take testimony about where the District lines
3 should be drawn," I mean, how many parents are going to
4 get that, or households are going to get that, and they're
5 going to shrug and say, "What does this have to do with
6 me?" And I think that's why it's important to work with
7 cultural groups that can help you get the word out. In
8 some areas, that may be church organizations, in some, it
9 may be cultural organizations. I know that some
10 Vietnamese and Asians have social structures where, you
11 know, you can connect with them through those groups, and
12 so that's the kind of outreach you need to do. It doesn't
13 mean that I - I don't want to misrepresent, I'm certainly
14 not an expert at all of that, I know those channels exist,
15 and I know that they can be used; I'm not the right person
16 to identify all of them, however.

17 PANEL MEMBER SPANO: What areas are you - what
18 unique areas can you bring to the Commission, your
19 qualifications and skills?

20 MS. BEASLEY: Well, I believe my communication
21 skills, I believe the partnerships that I know how to form
22 with people, like the New American Media, the California
23 Broadcasters Association. I think my understanding of the
24 political process and the Districts, I mean, it's kind of
25 a background amount of information.

1 PANEL MEMBER SPANO: What does appreciation for
2 California's diversity mean to you?

3 MS. BEASLEY: Well, it means that I understand
4 that the State is immense in that it has many different
5 aspects that people pay attention to. I mean, it's a
6 beautiful State. I don't know how many people know that
7 we are so prominent in agriculture that we grow - you can
8 name dozens of crops where, if we grow them, we grow more
9 than anyone in the world, not just the United States, we
10 grow more almonds, I believe we grow more cotton than the
11 cotton producing states in the South, I mean, agriculture
12 is a big deal here. Water - water - oh, my goodness,
13 water is an immense - it's an immense issue that causes
14 lots of problems for everyone, and so it is one of those
15 things that, as you travel through the State, you know,
16 you can get in conversations with people. The state of
17 our roads, the whole shift in culture, the coast is
18 becoming very liberal, the valley is much more
19 conservative, but I see those things as always shifting
20 and then, as I said, there are these cross-cutting issues
21 like agriculture, and it's just a state where you can live
22 in any number of places. I mean, when I lived in Redding,
23 it was the first time I'd ever lived somewhere where you
24 could drive to the mountains in the snow and you could
25 just as easily go to the lake if you felt like getting

1 into the water. I mean, it's just a pretty amazing State,
2 so my appreciation for the diversity of California is to
3 understand that there are a lot of different things going
4 on in this State, and that - and once again, I'll get back
5 to the idea, you need to have a lot of public hearings,
6 you can't just hold a public hearing in Sacramento and San
7 Francisco and Los Angeles, you have to go out to where
8 people are and listen to what their concerns are because,
9 even as I'm saying this, I haven't lived in Redding for 40
10 years, but when I was in Redding, unemployment was huge,
11 it's always huge in Redding. You know, the timber
12 industry has largely shut up shop and gone elsewhere, and
13 so all of these things change, and they change at either a
14 fast pace, or a slow pace, but they change all the time.
15 So, even the fact that I've lived in a lot of different
16 parts of the State doesn't lead me astray in thinking I
17 know what's going on now and what's on the ground.

18 PANEL MEMBER SPANO: Why is appreciation for
19 California's diversity so important to redraw the lines?

20 MS. BEASLEY: One time when I was watching, I
21 don't remember who you guys were interviewing, but I was
22 watching one of the interviews, and the guy basically
23 said, "Well, you know, it's really easy to draw the maps,"
24 and I think several of you thought that that was an odd
25 thing for him to say, but, you know, it is easy to draw

1 the maps. You can set up a computer program and say - and
2 if we had 40 million people in the State, which I doubt we
3 will, but if we had 40 million, each Senate District would
4 have a million, and each Assembly District would have
5 500,000, how hard is this? You program the computer and
6 you tell it, you know, stay within County lines as much as
7 possible, stay within City lines as much as possible, and
8 spit out the Districts. You know, that's not the hard
9 part, right? It's simply not. It's drawing Districts
10 that reflect communities of interest, that pay attention
11 to the fact that all of the people in this area are really
12 concerned about water in terms of supporting an
13 agricultural industry, and all the people over here are
14 really concerned about water because they don't want to
15 see theirs ship south. You know, it's all of these
16 different things, so if you don't - if you're just going
17 to draw maps, I mean, quite frankly, as Professor McKaskle
18 mentioned, I think they did theirs in eight weeks or
19 something, how hard is it? It's not hard. The hard part
20 is getting it right, and the only way to get it right it
21 to listen to the voices, and you've got to go around the
22 State and do that. You have to understand that you don't
23 know everything to start with. I've been impressed with
24 the Applicants, I've listened to too many, it gets to be
25 hypnotic, you know, you turn this on and people are just

1 watching and watching, but I've watched enough Applicants
2 to know that the people you're considering naming to this
3 Commission, I think, are a pretty dedicated group to doing
4 a good job of this. I don't see a lot of political hacks
5 in here, you know, busy trying to protect this party or
6 that party. And I think that it's important that the
7 diversity of California, that those Districts make people
8 feel like, "When my person votes in Sacramento on an
9 issue, that person - that legislator - has my interest at
10 heart." That's an important part of the process, right?
11 Because the process breaks down if that's not what we
12 have.

13 PANEL MEMBER SPANO: Why is appreciation for
14 California's diversity so important to complying with
15 State and Federal law?

16 MS. BEASLEY: Well, and once again, remember, I
17 pointed out that I don't have legal training, but I know
18 just enough about the Voters - Voting Rights Act - to get
19 myself into trouble probably - but I believe, in
20 particular, the ones that the - the four counties that are
21 under Federal review, that law even talks about the fact
22 that you need to have communicated with the communities of
23 interest. You need to have heard their voices. You need
24 to crank that into your decision-making process. So, the
25 reason that that's critically important is because the law

1 requires us to do it, not just that it makes good sense,
2 but the law also - the federal government is going to be
3 looking at that, did you do those things? Did you listen
4 to those people? Can we see it reflected in your
5 decision-making?

6 PANEL MEMBER SPANO: Thank you. How important to
7 you is having a diverse Commission? What value do you see
8 in that?

9 MS. BEASLEY: Well, once again, I don't want to
10 get myself into trouble, but the very first answer is that
11 the law requires that that Commission be diverse. And
12 even the second answer doesn't speak to my own personal
13 values, it just simply says, if it's diverse, it's less
14 likely to be attacked by people who, unfortunately, have
15 just given half a million dollars to enact a proposition
16 that will eliminate the Commission before it's even gotten
17 started. But, you know, it's important for me on a
18 personal level because it only makes sense that, in a
19 State that has so many different things going on, and a
20 Commission is going to draw lines that reflect all those
21 different things that are going on, you need those people
22 to be diverse, as well. So I would say that's - just to
23 make myself very clear, that's on three levels, legally
24 you need to, from a political perspective, you need to,
25 and also my personal value is that that would be the right

1 way to do it.

2 PANEL MEMBER SPANO: What aspects of diversity do
3 you think are really important that the Commissioners
4 have?

5 MS. BEASLEY: Well, once again, I would say that
6 the ones the law looked at are going to be critical, which
7 is ethnicity, geographic spread, I'm going to blank on the
8 third one, which is going to be really embarrassing, hmm,
9 okay, well, we'll just go with those two for the moment
10 until the third one comes back to me. And it would be
11 nice if we had - income, sorry, income - a spread of
12 income, which I think is amazing, the bell curve that your
13 Applicants so far has shown in that income curve, I'm very
14 surprised at because I think it would be difficult - I
15 think it's going to be very difficult for people who have
16 full-time jobs to look at this as something they can do on
17 nights and weekends, I think that's very difficult and I
18 admire those people who have put themselves forward for
19 that. But, beyond that, I think some of the things Mr.
20 White has brought up, indeed are areas to look at, I mean,
21 age, it is nice if we have people that are different ages,
22 or at least people like me who are used to dealing with a
23 lot of different aged people, so you have some different
24 perspectives. I think that a college degree should not be
25 held against anyone, but having some people who have

1 practical experience and no college degree, yeah, I think
2 that's fine.

3 PANEL MEMBER SPANO: Thank you.

4 MS. RAMIREZ-RIDGEWAY: Panelists, are there
5 follow-up questions?

6 CHAIR AHMADI: No.

7 VICE CHAIR CAMACHO: No.

8 MS. RAMIREZ-RIDGEWAY: Okay, I have several. I
9 was looking at your application, Ms. Beasley, and I notice
10 that you have a source of income on your Form 700 as IMRE,
11 and I just wondered what that was.

12 MS. BEASLEY: IMRE is a -- they used to be called
13 IMRE Communications -- they are a branding firm, in other
14 words, a public relations firm that specializes in helping
15 companies raise their brand identity.

16 MS. RAMIREZ-RIDGEWAY: Do you know whether their
17 clients are members of the Legislature or -

18 MS. BEASLEY: Oh, definitely not. In fact,
19 they're in Baltimore, that is one reason I feel I can do
20 this with a great deal of flexibility, we have a three-
21 hour time difference, they are in Baltimore, the major
22 client that I work on their behalf for is a huge insurance
23 company that's -

24 MS. RAMIREZ-RIDGEWAY: I read that, yeah.

25 MS. BEASLEY: Yeah, so definitely no legislators.

1 MS. RAMIREZ-RIDGEWAY: And when you were speaking
2 with Mr. Ahmadi with regard to your legislative and
3 gubernatorial non-connections, I guess, I didn't hear
4 anything about staff. Do you still have friends in the
5 Capitol Building?

6 MS. BEASLEY: I probably do at this point, still
7 because a lot of journalists have been laid off from
8 newspapers and from TV stations, so, for instance, the
9 Sacramento Press Club's President - Co-Presidents for
10 three years were Don Andrews and Lynda Gledhill, and they
11 both are in the Legislature now. Don is with the
12 Speaker's Office, the Majority Services Office, I think.
13 And Lynda is probably, gee, I don't remember who she's
14 with anymore, but she's somewhere on the Senate side, and
15 so I know them. The only person I knew when I moved to
16 Sacramento 30 years ago, Rich Zeiger, works for now
17 Assemblyman Torlakson, but Assemblyman Torlakson is termed
18 out and he is running for Superintendent of Schools. So,
19 you know, if you suddenly came up to me a week from now
20 and said, "Cathy, you obviously know 'fill in the blank,'"
21 I might have to say, "Oh, God, yeah, I forgot about him or
22 her." But my close friendships are not there and they're
23 around journalism issues, not around political issues.

24 MS. RAMIREZ-RIDGEWAY: Speaking of your
25 relationship, your role in the Press Club, I wondered, are

1 you concerned at all as to whether your colleagues there,
2 or your friends in the Capitol, might approach you either
3 on or off the record, and ask for the scoop on the
4 Commission's work?

5 MS. BEASLEY: Oh, well, I'm not concerned about
6 it. I know that Capitol Morning Report would love to
7 learn anything that I want to write about this process,
8 and I've told them I would love to do that. I mean, we
9 need to reach out through every conceivable avenue, but if
10 you mean would they ask me to share information that I'm
11 not privileged to share, oh, I can't imagine anybody
12 putting me in that kind of spot. I also am more than
13 capable because I take this process very seriously, I'm
14 more than capable of saying, "I can't talk about that."

15 MS. RAMIREZ-RIDGEWAY: I noticed one of your
16 letters of recommendation was from the Executive Director
17 of *California Forward*.

18 MS. BEASLEY: Yes.

19 MS. RAMIREZ-RIDGEWAY: And as you may be aware,
20 *California Forward* was pretty important in drafting and
21 getting Proposition 11 passed.

22 MS. BEASLEY: Yes.

23 MS. RAMIREZ-RIDGEWAY: I wondered, when was the
24 first time you spoke with someone from *California Forward*
25 about applying for the Commission?

1 MS. BEASLEY: Oh, I didn't. In fact, I never
2 talked to them about it. Jim Mayer was the Research
3 Manager when I was Deputy Executive Director of the Little
4 Hoover Commission. And when I was trying to decide, you
5 know, it's an art to ask for letters of recommendation
6 because you want them to balance, you want them to show
7 different things about yourself, you want them to be
8 people that - I mean, I wanted a mix. You know, I had a
9 former legislator write a letter, I had Jim write a
10 letter, I had a neighborhood person write a letter, so I
11 wanted a mix so that people would say, "Oh, okay, she used
12 to have Legislative experience, she knows this guy who is
13 big into, you know, good government, Jim Mayer, and she's
14 got this neighborhood person that is willing to step up
15 and say this is a good person." So I went for this mix.
16 I never talked to Jim, and I don't know anybody else
17 there, I never talked to Jim until I wanted the letter
18 written, and then I e-mailed him and said, "Jim, can you
19 do this for me?" And he said, "Be glad to." So, no, I
20 didn't talk to them ahead of time. But, I mean, I thought
21 it was interesting. He actually does know me very very
22 well, and knows that I can do analytical work. And I
23 thought he was a very strong source. Now, the fact that
24 he also happened to be well known as the leader of an
25 organization that supports Prop. 11, I thought that was

1 all to the good.

2 MS. RAMIREZ-RIDGEWAY: He didn't assist you in
3 preparing for your interview today?

4 MS. BEASLEY: Oh, no. My daughter did.

5 MS. RAMIREZ-RIDGEWAY: Could be that I zoned out.
6 When you were talking with Ms. Spano about appreciation
7 for California's diversity, I heard a lot about geography
8 and I missed what you said about racial, ethnic, gender,
9 or economic status diversity, in terms of your
10 appreciation for the State of California's diversity in
11 those areas, and how that's valuable to the State,
12 generally, that diversity. We don't have a lot of time,
13 but if you wouldn't mind recapping what you said, I'd -

14 MS. BEASLEY: Oh, okay. Well, maybe I'll just
15 start fresh. I don't remember what I said. But, those
16 things are important because, obviously, the State is
17 diverse and you want those lines to reflect different
18 communities of interest. My daughter, who is sitting in
19 the audience, is half Hispanic. One of my college
20 roommates was Black, and I say "Black" because she was
21 from Trinidad, Tobago, not an African-American. My
22 longest friendship, as I mentioned in my application, is a
23 gay man. I play bridge with old people. I am kind of on
24 the older side to be the parent of someone who just
25 graduated from high school, so I also interact with a lot

1 of parents that are younger than I am. Two of my
2 daughters are very active in soccer, so I know tons of
3 soccer parents, and many of them are Hispanic, African-
4 American, Indian, I just know a lot of people as most of
5 us do when we've lived a long time, and moved around the
6 State quite a bit, and I think all of those people have
7 their own life experiences. You know, California is not
8 the same when you live in Redding, as it is if you live in
9 Hayward where I was born and raised. Everyone has a
10 different experience. And so it's important to listen to
11 those voices, and I think that's the thrust of what I was
12 trying to say. And I'm more than happy to listen to those
13 voices because I've been around a lot of those voices, and
14 I think there's value in them.

15 MS. RAMIREZ-RIDGEWAY: When you were talking about
16 your jury experience, and sort of the indifference, I
17 guess, of your fellow jurors, I wondered what you learned
18 about that, and particularly what your thoughts were about
19 how the judicial system impacts people of color and lower
20 socio-economic status?

21 MS. BEASLEY: I just thought it was extremely sad,
22 and I will tell you what I felt bad about ever since, is
23 that when my jury notice arrives, which it does with
24 regularity, I always feel bad because I have to fill out
25 the part that says I'm the sole support of three children,

1 until recently now, now they're all out, I suppose I won't
2 do that the next time it comes, and my sole income is from
3 a business that I operate by myself, so, of course, they
4 waive you, you don't have to come in. But, you know, I
5 think Jury Duty is immensely important because a jury of
6 your peers, you know, it should mean people are interested
7 in doing a good job, and that should be true whether
8 you're White or you're Hispanic, I mean, I don't even -
9 the one woman, you know, I'm not going to remember now
10 what she was like, I just remember it was a woman, and I
11 remember her saying, "He looks guilty to me." And I just
12 thought, what an appalling statement. If the person had
13 been Hispanic or Black, would she have said that same
14 thing? And what would that have meant? So it just was -
15 I plan on serving on a lot of Juries once I no longer have
16 to work for a living, let me tell you. I think it's
17 important for all of us to step up. I was driving home
18 from a Bridge game yesterday and I told somebody I was
19 doing this interview today, and she didn't know what the
20 Redistricting Commission was, so I kind of briefly
21 explained it, and she said, "Why would you want to do
22 that?" And I - well, because I think it's important and
23 because I think that I do have some skills that - I hope
24 that I've adequately expressed them, perhaps I haven't -
25 but I think I have some skills I can bring to the table

1 and help this Commission do a good job, and I just think
2 that's vitally important, so why wouldn't I do that? She
3 kind of sounded like it was an odd thing for me to want to
4 do, I don't know.

5 MS. RAMIREZ-RIDGEWAY: You talked a couple of
6 times about disengagement, in particular, certain minority
7 groups, about being disengaged from the electoral process,
8 and I think on two occasions today, you've referenced that
9 they haven't been able to speak with a united voice. Why
10 do you think that is? And why do you think they need a
11 united voice?

12 MS. BEASLEY: Ah, well, and I should be careful
13 about the way I say that. One of the things that I do
14 know is, just because you have a label, doesn't mean that
15 you believe the same way everyone else does that has that
16 label. As I - I used to write this book called "Who's Who
17 in the California Legislature," in fact, this is the last
18 year I did it, 2007-2008, and during that process, just to
19 kind of forestall any question, I don't interview the
20 Legislators, it's all a paper thing, but one of the things
21 that I do as I write these 120 profiles of these different
22 Legislators and Districts, one of the things I do is I
23 talk about the different election - you know, the battles
24 during the elections. And it's very clear that in certain
25 parts of LA, there are different factions of ethnic

1 groups, not all Latinos or Hispanics, whichever label one
2 prefers to use, are the same, and they have different
3 interests. But when I was saying that they are disengaged
4 and they aren't able to speak with one voice, if you take
5 them and water them down by putting them in different
6 districts, so, as a cultural community, no matter what
7 their political perspective is, but as a cultural
8 community, their voice is watered down, then you have
9 disenfranchisement. You've said, well -- especially if
10 you do it on purpose -- you've eliminated their ability to
11 elect someone that has the same life experiences they do.
12 If you draw the Districts so that they are in one place,
13 they may have that opportunity and not avail themselves of
14 it, and that's certainly up to them. Just because - some
15 Judge wrote, "Just because there was a famine doesn't mean
16 you're going to address the famine and suddenly there will
17 be a feast." You know, it's not necessarily true that
18 they will speak as one voice, but they sure couldn't when
19 you divided them up into four different districts. Now,
20 if they come together and they speak in several different
21 voices, well, that's up to them. You know, that's that
22 process of deciding who they want to elect. Did that help
23 at all?

24 MS. RAMIREZ-RIDGEWAY: I think you clarified what
25 you meant by united voice, in terms of the voice of the

1 vote.

2 MS. BEASLEY: Yeah, okay.

3 MS. RAMIREZ-RIDGEWAY: Panelists, are there
4 additional questions?

5 VICE CHAIR CAMACHO: No.

6 CHAIR AHMADI: No.

7 MS. RAMIREZ-RIDGEWAY: We've got just over two
8 minutes if you'd like to make a closing statement.

9 MS. BEASLEY: Well, the only thing I want to say
10 is thank you. Thank you so much. I know several people
11 have praised you for the work you do, but I completely
12 understand what an overwhelming job it has been, and for
13 you to do it in such a public way and out in the open
14 where all of us can access it and understand what's going
15 on, I just think, has been truly been a revelation in
16 terms of government and how government operates. I also
17 would ask you to seriously consider me, in moving me
18 forward in the process to become a Commissioner. I think
19 I do have talents and skills to bring. I'm very
20 passionate about doing a good job, and I would look
21 forward to taking on this role. So, thank you very much.

22 CHAIR AHMADI: Thank you.

23 VICE CHAIR CAMACHO: Thank you.

24 PANEL MEMBER SPANO: Thank you.

25 MS. RAMIREZ-RIDGEWAY: Thank you for coming to see

1 us, Ms. Beasley. We will recess until 12:59.

2 (Off the record at 12:29 p.m.)

3 (Back on the record at 1:00 p.m.)

4 MS. RAMIREZ-RIDGEWAY: It's 12:59 and our Panel is
5 here. Let's go ahead and get started. Our next Applicant
6 is Dr. Melissa M. Bottrell.

7 Dr. Bottrell, are you ready to begin?

8 DR. BOTTRELL: Yes, I am.

9 MS. RAMIREZ-RIDGEWAY: Please start the clock.
10 What specific skills do you believe a good Commissioner
11 should possess? Of those skills, which do you possess?
12 Which do you not possess and how will you compensate for
13 it? Is there anything in your life that would prohibit or
14 impair your ability to perform all of the duties of a
15 Commissioner?

16 DR. BOTTRELL: Thank you all for this interview
17 opportunity, I really sincerely appreciate it. So, to
18 start by answering question 1, I believe a Commissioner
19 needs to be able to hear what people are saying, process
20 their needs through a filter of more objective metrics,
21 and then combine those inputs into a workable tactical
22 response. So, to get specific, the skills I think you
23 really need are an ability to listen to what people say,
24 and not just hear the words, but be really open to the
25 understanding of the intent of what they mean, even when

1 it may differ, really, from your experience or your own
2 personal beliefs. I have both natural empathy that
3 enables me to do this, and years of experience leading
4 focus groups, which teach this skill.

5 I think that a Commissioner also needs to really
6 demonstrate respect for individuals from many backgrounds.
7 This means appropriate, kind, and caring interactions with
8 people, even when you may be in disagreement, or people
9 may be in disagreement. Again, I have this skill, I have
10 honed it leading focus groups and working in healthcare
11 issues that are of very great controversy, so I have been
12 around a lot of controversial situations and really been
13 able to demonstrate respect.

14 I think you need - a Commissioner is going to need
15 skill and experience analyzing, interpreting, and
16 clarifying issues and concepts. And, here, I'm really
17 talking about the technical aspects of data, the work that
18 the Commission is going to be complex, and you need people
19 who can understand and interpret how the numbers actually
20 applied to the specific problem at hand, that of how do
21 you draw these lines. My background in statistics and
22 evaluation has given me this skill. I think you need to
23 be able to take those numbers, cold hard facts, and really
24 apply that to real people. Commissioners need to be able
25 to understand those numbers, but understand that they're

1 people that live behind those numbers, and really
2 understand that this isn't just an objective opinion, or
3 an objective decision, that you actually have to take into
4 account subject impressions and apply those in a way
5 that's going to benefit all Californians. And this is
6 really something that I do every day in my work in Ethics.
7 We make decisions about data that we use to seek to
8 improve the lives of our Veterans.

9 I also think that the Commissioner really needs
10 the ability to work effectively with a diverse group of
11 individuals, with significantly different academic or
12 personal experiences and expertise, and that's really
13 everything everybody from those in traditional positions
14 of power, senior professionals, and also people who might
15 not be traditionally in positions of power, or who might
16 not be schooled in the language or the culture of maybe
17 academics, or data, or that kind of environment, who maybe
18 speak differently, so you have to be able to listen to
19 those people and work effectively with people who are
20 coming from very different backgrounds and ways of
21 speaking. You have to work with everyone, you have to be
22 able to elicit their input, synthesize those different
23 perspectives, develop consensus on project goals,
24 implementation strategies and policy matters.

25 My own work at the Veterans Health Administration

1 is cross-disciplinary. I work with doctors, I work with
2 nurses, I work with veterans, I work with all of these
3 different kinds of people to try and build consensus on
4 the best way to take care of our veterans.

5 The last question was, is there anything that
6 would prohibit or impair your ability to perform all the
7 duties and, to my knowledge, I have no item or no concern
8 that would prohibit or impair my abilities to do the work
9 of the Commission.

10 MS. RAMIREZ-RIDGEWAY: Describe a circumstance
11 from your personal experience where you had to work with
12 others to resolve a conflict or difference of opinion.
13 Please describe the issue, and explain your role in
14 addressing and resolving the conflict. If you were
15 selected to serve on the Citizens Redistricting
16 Commission, tell us how you would resolve conflicts that
17 may arise among the Commissioners.

18 DR. BOTTRELL: My approach to conflict is really
19 about honesty, it's about confronting the potentially
20 awkward or difficult situations, but politely and directly
21 eliciting those items that can be used for the basis of
22 resolution. As a Manager, which I am, you deal with all
23 kinds of conflicts every day. So, for one example, an
24 employee came to me, making a claim that they personally
25 were experiencing harassing environment because they felt

1 another employee that I actually supervised was making
2 racist remarks. They then went on to describe a series of
3 slights and concerns that they believe indicated the
4 problem. They had actually spoken to an EEO Officer, who
5 told them that they didn't think they had a legal case,
6 but they still brought their concerns to me, as a manager.
7 To me, this person bringing the concern, whether it was a
8 legal case or not was really immaterial. The employee
9 felt that they were in an unsafe environment, and that's
10 an unacceptable situation. So, my first course, was of
11 course to deal with the individual and assure them that we
12 in VA don't in any way tolerate harassing speech, and that
13 regardless of a legal case or not, the culture in our
14 office where people felt unsafe was not a healthy or
15 productive environment, that we did not want to go
16 forward.

17 I think spoke to the employee that was actually my
18 supervisee, who was completely unaware of how their speech
19 was being taken. At first, they were, of course,
20 extremely offended that they were being so misunderstood,
21 but after really carefully discussing with them over a
22 series of calls, they came to really see how their rough
23 speech could be taken in a way that they really didn't
24 intend. They also mentioned that they personally had some
25 negative experiences and beliefs about the person who

1 brought the concern to my attention, so there were
2 underlying factors even beyond that probably contributed
3 to this negative interaction between the two of them in
4 conflict.

5 So, to resolve the situation, I moderated a
6 discussion between the two individuals. Let me tell you,
7 I approached the situation with quite a bit of
8 trepidation. But, using my training in Ethics
9 Consultation and Negotiation, we were able to surface
10 concerns and hurts that led to much of the
11 miscommunication. And by working to raise items on which
12 they had common agreements, like the importance of the
13 work, the concern about the quality of the product, the
14 desire to have a safe work environment, it opened the door
15 for at least more collegial and appropriate interactions
16 between the two of them. I did leave the office before I
17 could see if they ever became friends, and I actually
18 really doubt that they ever did, but I do think that, as a
19 result of their interactions, they did find a way to work
20 together that was at least respectful.

21 To summarize, if I became a Commission member,
22 that really, I think, would be my approach to resolving
23 conflicts, to confront the problem in the area of
24 disagreement directly, to identify areas of common ground,
25 and focus on the purpose of the work, to help people

1 depersonalize communications, and really use negotiation
2 strategies to help people get to yes.

3 MS. RAMIREZ-RIDGEWAY: How will the Commission's
4 work impact the State? Which of these impacts will
5 improve the State the most? Is there any potential for
6 the Commission's work to harm the State? And if so, in
7 what ways?

8 DR. BOTTRELL: I believe the work of the
9 Commission has the potential to affect widespread change
10 in California, both at the granular level, but its most
11 important outcomes will change California, not just
12 internally, but in the way it affects the rest of the
13 country. Obviously, the direct impacts will be huge, how
14 we draw the representational map impacts so many aspects
15 of California life, representation at the state and
16 federal levels, the flow of funds to support local
17 programs, the likely that any current or future candidate
18 would be elected, whether we have a State Budget passed,
19 those lines matter. Ensuring that the Districts are drawn
20 in an impartial manner can change California in ways that
21 I think are really going to impact my children and all
22 Californians.

23 Indirectly, I think that the Commission will
24 change political debate in the State in a way that will
25 reduce acrimonious, nonproductive political conversation

1 by making individual Districts, or the general sum of
2 Districts more representative of the diverse interests in
3 California. I think we have a chance to improve the
4 political process.

5 At its most extreme, I think the work offers the
6 chance for California to again lead the nation in
7 political reform. We had the first professional
8 Legislature, early and key limitations on property tax
9 growth and medical malpractice reform, that really had
10 become the model for other states. Many of the political
11 problems faced by California now really presage problems
12 that other states are going to face in the coming decades,
13 and I really think that an effective Redistricting
14 Commission will provide another opportunity for the State
15 to lead the nation.

16 I believe the most important impact will be on the
17 likelihood that, over time, we will have a chance at
18 representation that more accurately reflects the
19 perspectives of all Californians.

20 You asked about harm, and I would say that the
21 potential to harm the State that could come from the
22 Commission would arise if the lines were drawn in such a
23 way that too many Districts became so representative of
24 only one, or a limited number of perspectives, thereby
25 potentially increasing the feeling of representation for

1 specific groups, but the sum of which could actually
2 impede representation for all Californians.

3 MS. RAMIREZ-RIDGEWAY: Describe a situation where
4 you have had to work as part of a group to achieve a
5 common goal. Tell us about the goal, describe your role
6 within the group, and tell us how the group worked or did
7 not work collaboratively to achieve this goal. If you are
8 selected to serve on the Citizens Redistricting
9 Commission, tell us what you would do to foster
10 collaboration among the Commissioners, and ensure the
11 Commission meets its legal deadlines.

12 DR. BOTTRELL: I'm really a Project Manager by
13 nature, I've always worked with and led large teams. My
14 approach to Project Management is to focus on a clear set
15 of goals, design a strong plan, be sensitive to actual and
16 maybe hidden agendas or disagreements, and work to bring
17 the team together to ensure strong collaboration.

18 So, one example. For the past eight years, the
19 team that I work with has been developing a major
20 initiative in the area of Ethics Quality for the Veterans
21 Administration. I became part of that group originally as
22 a junior member, and then I became the informal project
23 lead over time, a role in which I had responsibility for
24 project outcomes, but no actual supervisory authority over
25 any of the project members. And only in the last year did

1 I actually become a supervising member of the team, and
2 lead the team officially. Part of the reason I moved into
3 that role was because of how skillfully I led the team
4 when I had no authority over them. And so, that really, I
5 think, reflects some of my skill at collaborating with
6 individuals. I should say that this is a team of very
7 high power academics, physicians, nurses, PhD's, a staff
8 with a mix of experiences and expertise, they are not easy
9 to lead.

10 With this team, we've had to develop a major new
11 initiative that was really the leading edge of our
12 academic field, in particular, we had to develop a 16-hour
13 training course within a specific fiscal year deadline, or
14 the money for travel and training would actually
15 evaporate, so we had a drop dead date. In many training
16 programs, when you develop them, you simply figure out
17 great ways to teach what's already known in the
18 literature, on standards or practices, but for this
19 training program, because we're at the leading edge of our
20 field, we had to figure out not just how to teach it but
21 actually what to teach. We had to create new content, and
22 that meant we were actually disagreeing at a very
23 fundamental theoretical level about the concepts and the
24 content that we wanted to teach. We were breaking new
25 ground, and in breaking new ground, you get to fundamental

1 disagreements. We also, of course, had our share of bad
2 actors, people who wouldn't budge off their position,
3 people who were subversive or obstructionists, people who
4 would agree in the room, and then leave and disagree, and
5 break the process and agreements.

6 My approach to managing this team to achieve the
7 outcomes on time and on budget really focused on a number
8 of effective strategies that included being clear about
9 your goals and parsing the goals into manageable bits,
10 figuring out what aspects you could agree on, what
11 different individuals could agree on, so you would get the
12 start of a discussion going, really hearing people's
13 perspectives to figure out what's the most important
14 thing, or what's their bottom line, what can't they budge
15 on, but what else can they be flexible on, and holding
16 discussions both in the group and on the side, so that you
17 can help build agreements that can help move you forward,
18 but being sure that the full group doesn't feel like there
19 are any clicks or favorites when you do so. So, it's
20 balancing quiet conversation with group conversation. So,
21 really, this is my approach as a manager and it has served
22 me well because we've been able to develop significant new
23 products with this team.

24 MS. RAMIREZ-RIDGEWAY: A considerable amount of
25 the Commission's work will involve meeting with people

1 from all over California who come from very different
2 backgrounds and very different perspectives. If you were
3 selected to serve on the Citizens Redistricting
4 Commission, tell us about the specific skills you possess
5 that will make you effective in interacting with the
6 public.

7 DR. BOTTRELL: A Commissioner will need to be able
8 to get valuable information, even out of emotionally
9 charged situations, they have to be able to present
10 themselves as respectful to all people, and make sure to
11 not take it personally when accusations fly, but really
12 focus on the work at hand. These are skills that I
13 believe I possess. I think a Commissioner really needs
14 the ability to obtain data in emotionally charged
15 situations. I have experience and background leading
16 focus groups and interviews, emotionally charged issues
17 like withdrawing life sustaining treatment, and what's
18 ethical healthcare. I've held these interviews with
19 elderly nursing home residents, veterans, doctors and
20 nurses, medical center directors, and other leaders, and
21 state government nursing home accreditors. Through this
22 work, I've gained the ability to listen to any group with
23 an analytic, but respectful member, regardless of how
24 emotionally difficult the situation is, identify key
25 factors of the issue under discussion on the spot, so that

1 I can ask follow-up questions, and ensure that the most
2 important information is brought out during that
3 discussion surfaced.

4 I think to get information for those groups to
5 work, you have to be seen as respectful, caring, and
6 considerate, which I think a Commissioner must be for this
7 work; otherwise, the individuals in those focus groups
8 that I have led will walk out, they'll stop talking to
9 you, and you won't achieve your objective.

10 So, I really think this general manner will serve
11 me well in interacting with the public on the Commission,
12 or coming to the Commission, because people need to know
13 that the Commissioners really care about what they're
14 saying.

15 I think you also need a thick skin and the ability
16 to not take it personally, while focusing on the ultimate
17 goal. I expect that Commission discussions and hearings
18 will bring to light both difficult problems and many kinds
19 of unkind and possibly accusatory speech, that's the
20 nature of political discussion. I have the ability to
21 distance myself so that I don't take the unkind words
22 negatively, but can see through them and remain in my
23 manner respectful of people who are bringing the concerns
24 so that we can achieve our goal.

25 Like I said, this really concludes my comments,

1 and I really thank you for the opportunity to respond to
2 the written set.

3 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi.

4 CHAIR AHMADI: Yes, thank you. Good afternoon,
5 Dr. Bottrell. Let me start off with a clarification
6 question that I have about your availability.

7 DR. BOTTRELL: Uh huh.

8 CHAIR AHMADI: You have worked with the Veterans
9 Health Administration, the National Center for Ethics in
10 Healthcare since September of 2009. Are you -

11 DR. BOTTRELL: No, no, no, no. No, I've worked
12 for that same office for the past eight years, since June
13 2002. I just moved in - I've moved up in position.

14 CHAIR AHMADI: Gotcha.

15 DR. BOTTRELL: But it's the same office.

16 CHAIR AHMADI: Got you. And you have always been
17 stationed in California?

18 DR. BOTTRELL: No - well, I worked for a year for
19 them in Sacramento - I mean, not in Sacramento, in
20 Seattle, and then I moved, and I have telecommuted for
21 them since 2004, I think, or 2003.

22 CHAIR AHMADI: Okay, so currently you are in
23 California, your office is in California?

24 DR. BOTTRELL: I'm in California. I work out of
25 my house in Berkeley. And I have an official

1 telecommuting legal paper from the Federal Government to
2 do that.

3 CHAIR AHMADI: How many hours do you work a week?

4 DR. BOTTRELL: Forty.

5 CHAIR AHMADI: Forty?

6 DR. BOTTRELL: Uh huh.

7 CHAIR AHMADI: So it's a full-time job -

8 DR. BOTTRELL: Full-time job.

9 CHAIR AHMADI: And I expect that that's going to
10 continue next year?

11 DR. BOTTRELL: Yes.

12 CHAIR AHMADI: Do you feel comfortable taking
13 additional responsibility for the Commission work and if
14 you are needed more than 40 hours every week, would you be
15 willing to - or would you be available to work on the
16 Commission?

17 DR. BOTTRELL: That's always of a great concern
18 when somebody works full-time, right? And -

19 CHAIR AHMADI: I just want to clarify it -

20 DR. BOTTRELL: Oh, absolutely, and I feel very
21 strongly that the work of the Commission is very
22 important. I've spoken to my top leadership about the
23 position, and while it's a Federal - my job is Federal,
24 and we've taken care of any - I had legal counsel to
25 assure that there is no potential conflicts or problems

1 with me having a State position doing this. They are also
2 very supportive of me doing this, they think it's very
3 important, just personally, not in their government roles,
4 which they can't care about -

5 CHAIR AHMADI: Sure, sure.

6 DR. BOTTRELL: But they feel that it's very
7 important for me and they're supportive of me doing it.
8 And my family is also very supportive of me, so in
9 addition to sort of the workload, the fact that I have
10 small children will obviously intellectually worry about
11 them, and emotionally worry about them, my family has said
12 that they will very strongly support me, our grandparents,
13 so that even if I have to travel for the Commission, take
14 time, that they'll actually support my ability to do this.

15 CHAIR AHMADI: That's great support to have.

16 DR. BOTTRELL: I'm very lucky.

17 CHIAR AHMADI: Thanks for the clarification on
18 that, I just wanted to make sure that - okay, so your
19 statistical - your background in the statistics, how do
20 you think, should you be selected as a Commissioner, how
21 would you use that knowledge and expertise? Or what are
22 some of the uses for that?

23 DR. BOTTRELL: Well, you're presented with a pile
24 of data, which I presume that the staff to the Commission
25 are going to be - I'm presuming that the expectation is

1 not the Commission members are going to sit and run
2 datasets, which I can do, I have the capacity to do that,
3 I can sit with data, and I can use SAS, or SPSS, or one of
4 the big datasets, I can do that. But I think that what
5 you're really expecting from the Commissioners, and
6 correct me if I'm wrong, is that you're going to expect
7 someone to be able to take a pile of data or a somewhat
8 aggregated data from the statistician, from your data
9 analysts, and really unpack them, and help people both,
10 who might be Commission members, to understand the meaning
11 of the data, understand the statistical significance,
12 understand -- and really understand what data is being
13 presented to them and its application. And so that is
14 really how I think that is sort of the analysis piece, the
15 explanatory piece. One of the things that we have to do
16 in my office is - and I'm an evaluator, that's a part of
17 my work, but we actually have to take any data that we
18 have and make it understood by people with no background,
19 and leadership, they want to be able to understand a pile
20 of data in one page. And so I have a lot of skill that
21 I've honed over the years, of being able to take very
22 complex ideas, translate them to very simple basic
23 concepts, that you can really use to make management
24 decisions. And we make management decisions for eight
25 million veterans.

1 CHAIR AHMADI: And obviously for the Commission's
2 work, the decision would be about the lines?

3 DR. BOTTRELL: Absolutely.

4 CHAIR AHMADI: Where to draw the lines.

5 DR. BOTTRELL: Absolutely.

6 CHAIR AHMADI: And that's based on, you know,
7 legal requirements and -

8 DR. BOTTRELL: Absolutely.

9 CHAIR AHMADI: -- a lot of criteria, and in part,
10 to look at the communities of interest. So my question
11 was more in terms of, you know, how would statistics help
12 identify communities of interest? Because you will be
13 receiving data from - in terms of qualitative data, input
14 from the public, for example. Have you given it any
15 thought about how you can use statistical modeling to help
16 summarize the information, or make it useable for that
17 purpose? If you haven't that's fine, I understand.

18 DR. BOTTRELL: Data is always about triangulation
19 and especially in my work, I don't do just big datasets,
20 you have to - I mean, I talked a lot a few minutes ago
21 about using focus groups, my PhD dissertation is actually
22 a combination of big dataset work, and focus group work,
23 and taking and using - because you only get part of the
24 picture with the data, you get another part of the picture
25 by the conversations, and the only way you can really

1 understand and make decisions about policy, which is, in
2 essence what we're doing here, where we draw the lines is
3 a policy decision, is by actually triangulating those two,
4 making them mesh and making sense out of them together.
5 And in qualitative data from interviews or focus groups,
6 does not give you everything, big statistic sets don't
7 give you everything, it's only the combination of working
8 them together that you really can understand and make good
9 decisions. I do that every day, you know, I don't think I
10 can explain because I don't have a pile of both kinds of
11 data in front of me how I would approach from a
12 methodological standpoint -

13 CHAIR AHMADI: I know it's difficult, but I was
14 trying to get kind of hypothetical kind of question there.
15 But, you know, in terms of data, of course, Census data
16 will be one source of data for -

17 DR. BOTTRELL: Absolutely, that's a big dataset.

18 CHAIR AHMADI: -- and then you mentioned, you
19 know, qualitative data, getting information from the
20 public input, for example, so which one is important?

21 DR. BOTTRELL: Both.

22 CHAIR AHMADI: Both, okay.

23 DR. BOTTRELL: You can't do - you can't have only
24 one, it's the combination of them that really helps you
25 understand each other.

1 CHAIR AHMADI: Which one is easier to work with?

2 DR. BOTTRELL: It depends on your goal. If you
3 only want to present data to academics, then maybe
4 quantitative data. If you want to only present to non-
5 academics, maybe qualitative, but we're not trying to do
6 that, we're making policy. Policy requires both.

7 CHAIR AHMADI: And by policy, you mean redrawing
8 the lines?

9 DR. BOTTRELL: That's absolutely - this is policy.

10 CHAIR AHMADI: So, for this purpose, which one do
11 you think is easy to work with.

12 DR. BOTTRELL: Neither, it's the combination of
13 them, they're inextricable.

14 CHAIR AHMADI: Okay. I may come back to that as a
15 follow-up question, but I want to go over a few other
16 questions that I was planning to ask. And, from your
17 application material, when you were the California
18 Executive Fellow -

19 DR. BOTTRELL: Yeah, a long time ago.

20 CHAIR AHMADI: == a long time ago? You say you
21 were diligent in representing the Republican
22 Administration at the time, despite your personal
23 politics, you are a Democrat, which were different from
24 years of course, and you have served under both Democratic
25 and Republican Administrations with impartiality. If

1 selected as a Commissioner, who would this approach
2 benefit you in your work?

3 DR. BOTTRELL: On the Commission, okay.

4 CHAIR AHMADI: Uh huh.

5 DR. BOTTRELL: I think that you have to - and this
6 is probably because I come first and foremost as an
7 evaluator, it's what I spent the last 20 years doing and
8 learning how to do, is that you have to be able to mesh
9 the full extent of perspectives and experiences and really
10 step back from the extremes and really try to work to
11 figure out and balance among competing priorities, which
12 you could represent as Republican and Democrat. In my
13 work, it might represent doctors and nurses, and you have
14 to be able to look for areas of common ground because I
15 think that the role of the Commission is not to represent
16 only Democrats, not only Republicans, or only
17 Independents, but it is actually to represent Californians
18 who are all those stripes and a whole other host of ways
19 that are different than those, even. And I really think
20 that is what the role of the Commission is to do, is to
21 hear all of those perspectives and build the lines that
22 are most reflective of all Californians.

23 CHAIR AHMADI: Okay, thank you. Also, in your
24 application you say that the focus of your career was
25 changed when you worked in Sacramento, and you saw how

1 some people could be only blocks away from the center of
2 politics, which I believe you referred to the Capitol
3 Building, I imagine --

4 DR. BOTTRELL: Yes.

5 CHAIR AHMADI: == yet they are so disenfranchised
6 from the political process, you say, and as if it doesn't
7 exist for them. I'm just paraphrasing some terminologies
8 that you used.

9 DR. BOTTRELL: Yes, that's right.

10 CHAIR AHMADI: How did this change the focus of
11 your career when you realized this? And, again, if you
12 are selected as a Commissioner, how would you go about
13 reaching out to these people?

14 DR. BOTTRELL: Uh huh. So, for your first
15 question, it changed my career because I was going to be
16 an Academic. I was going to live in the ivory tower, I
17 was going to be separate from people, and realizing that
18 just being an Academic doesn't have the impact and it
19 doesn't make the world necessarily better because you can
20 write an article and nobody cares. So, while obviously I
21 have a home in Academe, that's not what I wanted to do
22 with my work. I wanted my work to matter and to really
23 impact on policy that makes it possible for people all
24 over to become part of the political process. I think, as
25 a Commissioner, you have to - and this may be some of my

1 ignorance about how the Commission is going to work
2 because I have a feeling it's very different in many ways
3 that maybe are not even yet known than it has been in the
4 past, since this is the Inaugural Commission. The
5 Commission really has to think about everything, from
6 publicity, how you get people to Commission meetings, and
7 make communities that may not have traditionally have
8 representation, get it so that - or get those Commission
9 meetings held in places, or have publicity so that people
10 who are not traditionally receiving representation are
11 able to get to the meetings. You work to figure out if
12 there are ways to, again, create publicity so that briefs
13 from individuals and groups that do represent communities,
14 that maybe don't have adequate representation, and that's
15 a wealth, those are Republican communities and Democratic
16 communities, there's no limitation here on where under-
17 representation can come from - and Independent
18 communities, for that matter. But you really have to
19 search for ways that the practice of the Commission's
20 work, the processes and procedures are done, so that they
21 are inclusive.

22 CHAIR AHMADI: Any communities that you already
23 have in mind in terms of being under-represented of
24 disenfranchised? Or is that something that you would be
25 looking for?

1 DR. BOTTRELL: That is what I would be looking
2 for. I mean, that is maybe the call back to your prior
3 questions, this is where you look at the data.

4 CHAIR AHMADI: Is it difficult to identify them?

5 DR. BOTTRELL: I don't actually know. I don't
6 have a strong sense of what the datasets look like that
7 you are working from, down at the very details. So, it
8 really is going to depend on looking at both the data and
9 also seeing what has happened in the past with different
10 kinds of community outreach and, you know, sort of who is
11 coming to the table and who maybe hasn't.

12 CHAIR AHMADI: So, when you are referring - again,
13 just to make sure that I am clear on your response, when
14 you are referring to disenfranchised groups of
15 communities, you are not only referring to, for example,
16 members of a political party, you are just referring to
17 communities of interest, I believe.

18 DR. BOTTRELL: Absolutely. Absolutely. They
19 could be - just for example - they could be small business
20 owners, they could be large business owners, it could be
21 individual communities of color, it could be communities
22 of different socioeconomic backgrounds, so I'm not
23 limiting it to any one perspective - based on geography,
24 rural has a big impact.

25 CHAIR AHMADI: Okay, so as a Commissioner, you

1 will be charged with the responsibility of taking input
2 from the public for this whole purpose of identifying
3 them. What information would assist you in identifying
4 these communities? What type of - I know you mentioned
5 data a couple of times and I believe you are referring to
6 the hard data, but in addition to the hard data, because
7 some of these interests may not be reflected in the hard
8 data, for example, the Census. What other avenues do you
9 think you should take to help you achieve that level of
10 understanding of where are these communities, or what
11 factors contribute to the formation of these communities,
12 and how that information will help you with your decision-
13 making?

14 DR. BOTTRELL: Part of the way that you work to
15 elicit, or this may or may not be appropriate, but one way
16 that you could take would be to start by talking to
17 individuals individually and essentially in interview
18 processes, it's a data approach, this is one avenue. And
19 I am thinking on my feet here. But, you actually take a
20 data approach - who will be represented, and who disagrees
21 with you entirely? People are almost always willing to
22 say who disagrees with them, or who has a different
23 perspective, that can help you actually surface groups who
24 may be in the data, but also may be not in the data. And
25 people are always willing to talk about who disagrees with

1 them. The hint is that, "I'm right," but in finding out
2 what their perspective is, you can help to elicit and
3 identify those groups that maybe aren't in the sort of the
4 standard numbers, that's a standard question about race,
5 or other demographic factors that may not show up --

6 CHAIR AHMADI: So --

7 DR. BOTTRELL: -- I'm sorry. Go ahead.

8 CHAIR AHMADI: I'm sorry. Were you done?

9 DR. BOTTRELL: Yes.

10 CHAIR AHMADI: Sorry for cutting - so - because
11 I'm running out of time, but I want to make sure that I'm
12 clear. What type of information would you be looking for?
13 What would you try to obtain to help you achieve the best
14 decision for drawing the lines?

15 DR. BOTTRELL: So, you would be asking questions
16 about, do they believe they have adequate representation?
17 Do you believe what is that adequate representation? What
18 communities in a specific - if you are going to look at a
19 specific locale and you're trying to draw a line, trying
20 to decide between Street A and Street B, which is going
21 to, you know, may be a deciding factor, you are going to
22 want to look at communities, the community where, even
23 potentially in a block by block status, so that you can
24 start to see where cuts need to be made and to determine,
25 you know, if you move it over a block are you wildly

1 changing a percentage of a certain group into one
2 district, or into another? And if you do so, to support
3 one individual group, could that in fact put some other
4 group in that district wildly out of representation, so
5 every decision you might make, you also have to look at
6 what other negative corresponding decisions could be as
7 part of that outcome, you need to balance those decisions.

8 CHAIR AHMADI: Okay, thank you very much. No more
9 questions.

10 MS. RAMIREZ-RIDGEWAY: Ms. Camacho.

11 VICE CHAIR CAMACHO: Thank you. Hello, Ms.
12 Bottrell.

13 DR. BOTTRELL: Okay.

14 VICE CHAIR CAMACHO: I was hoping that you could
15 help clarify this for me. You were saying that this is
16 like a policy process. Can you help me understand policy
17 -- so I can relate it a little bit better -- why you think
18 this is a policy process?

19 DR. BOTTRELL: This may be just my academic
20 training with the government, and it may be a language
21 problem rather than a practical problem. The way I see -
22 my background is in implementation science, and so the
23 decisions that are made, even -- in my perspective -- even
24 by - in the literature, they call it the "street level
25 bureaucrat," which means the DMV person, or the person at

1 the Fish & Game Department who does something at the very
2 extent that deals directly with the public, even though
3 they may have 500 policies and regulations and rules that
4 guide their work, the day to day actions that that
5 individual bureaucrat who is on the front line makes is
6 how the public perceives those policies. So, in essence,
7 I believe those people on the front lines are making
8 policy, even though it's the Legislature who wrote the
9 Regs, or the Department that they work for wrote those
10 regulations. It's that application of them. I think that
11 this is really the same situation. We, as Commissioners,
12 are the front line street level bureaucrats who, working
13 with the Executive staff, are going to be applying the
14 rules in the Proposition at law and actually making it
15 make sense, making it - applying it. So, in essence, we
16 are making policy, whether we like it or not, because it's
17 how people will understand it, it's what the lawyers will
18 fight about in the future; no matter what, lawyers always
19 fight about things, so that's why I call it policy
20 decision.

21 VICE CHAIR CAMACHO: Okay. Thank you for
22 clarifying that for me. In your application, you describe
23 the importance of impeccable data. If you were seated on
24 the Commission, how will you seek to guarantee that the
25 data that is received is in that form?

1 DR. BOTTRELL: You hope the data can be
2 impeccable. As a person who does data collection, which
3 is one of the aspects of my work, everything you do about
4 how you design data, how you design your collection
5 strategies, everything from if you're doing canvassing to
6 collect a certain kind of information, you want to make
7 your questions well designed, and where they stand in a
8 room so they get the right mix of people, that's one kind
9 of way of ensuring impeccable data. I think the
10 Commission is going to have a different problem with
11 impeccable data in that a lot of the big datasets that are
12 going to be available are set. If it's impeccable, great;
13 if it's not, you're kind of stuck with it, because you are
14 going to be working from what is known already, you don't
15 get a chance to design that on the quantitative side. You
16 can do different analyses and use appropriate statistical
17 methods to unpack that data, but you're kind of stuck with
18 what you have. On the other hand, the work of the
19 Commission in the hearings, you can work to get impeccable
20 data. You do that by being very careful about what
21 questions you ask, by listening really well to the people
22 that are bringing perspectives forward, and when you ask
23 them questions, you try to get at their intent or their
24 meaning, not just what words come out of their mouth, that
25 is a kind of data; people don't usually think about it as

1 a kind of data, but certainly the people who go back and,
2 well, academics who go back and look and read hearing
3 notes and try to unpack what was really happening in the
4 hearing, they call it data. So, from that perspective, I
5 would call it data, also. So, I think there are a lot of
6 places there. Going back to what Mr. Ahmadi said, where
7 you hold Commission meetings, how you make sure the people
8 know that it's available to the public, all of those
9 things - how you even follow and change the rules over how
10 long people have to speak, the order in which they are
11 able to get on the docket or the list, all of those things
12 are going to change how impeccable your data is because it
13 changes - municipal impeccable data means diverse, full
14 representation, and I think that is the truest definition
15 for the work of this Commission. Impeccable data could
16 mean something else for a different kind of project, for
17 this case, it's making sure that everybody's voice is
18 heard. And so those, I think, are the kinds of things
19 that I would do. Does that make sense?

20 VICE CHAIR CAMACHO: Yes.

21 DR. BOTTRELL: Great.

22 VICE CHAIR CAMACHO: Obviously, this dataset is
23 set for the Census data. There could be other information
24 that is obtained. And, like you were saying, mostly
25 likely either staff or consultants are going to analyze

1 this and probably give this information to the Commission.
2 So, working with consultants, you have done mostly the
3 analysis of these large datasets, are you comfortable with
4 receiving this summary that is provided and the results
5 that may be obtained from the Consultants?

6 DR. BOTTRELL: Absolutely. Whenever a consultant
7 gives you data, which this has happened to me many times,
8 there are two things that happen, one is the data that
9 they run, and then there is in the back one of those
10 horrible appendices, is the methodology, and that's how
11 you know what it is that they've done and you can
12 understand it. And so you can use that to ask questions
13 of them to better understand why they did one thing from
14 the statistical rationale or not. Personally, my favorite
15 thing is not to run data, that's not the side I like to be
16 on, I actually like to be on the analysis side. I don't
17 want to be a statistician, I never did. I like to take
18 the stuff that people have already done and really apply
19 it, make it matter. In my work, I do that for veterans;
20 for the Commission, I would love to do that for
21 Californians.

22 VICE CHAIR CAMACHO: Obviously, when you hire
23 individuals, you only have a short period of time that you
24 might be working with them. In your work, this
25 information that you receive from either your staff or

1 other consultants, how do you make sure that you feel
2 comfortable with the information that they're providing to
3 you and that this is accurate and reliable information?

4 DR. BOTTRELL: That's what those appendices, the
5 methodology section, helps you to do because you know what
6 they did. You know what they did, you know what decisions
7 they made, you know why. And I'm presuming we'll have a
8 chance to talk to at least the representative of whatever
9 organization that does those, you know, it could be a
10 Rand, it could be whoever, there are many organizations
11 that run data using Census data, that you are going to
12 have a chance to ask questions based on looking at what
13 they did to understand it. That requires that you be
14 fast, that you be able to quickly look through information
15 and interpret it, be able to formulate those questions
16 very quickly to make sure that what they did is right and
17 reasonable, and recognize you may not have a chance
18 because of contracting to ever talk to them again, I mean,
19 that's just the nature of the beast of contracts. End!

20 VICE CHAIR CAMACHO: Okay. You were involved with
21 the New School of Berkeley.

22 DR. BOTTRELL: Yes.

23 VICE CHAIR CAMACHO: Could you outline the steps
24 taken at the New School of Berkeley regarding awareness of
25 the importance of diversity?

1 DR. BOTTRELL: New School is in Berkeley. New
2 School has a longstanding commitment to diversity and they
3 do that in a variety of ways. You know, we're talking
4 about diversity as it can be understood by two, three, and
5 four-year-olds, so let me just be really clear what level
6 of diversity we're talking about. This is applicable but
7 not super applicable, I think, to the work of the
8 Commission, which is much more - well, a much higher level
9 and much more subtle. So, at New School, it's a lot about
10 what you do in Kindergarten, in pre-school, it's talking
11 about food, it's talking about regions of the country, and
12 there's only so much you can talk about diversity with
13 two-year olds. It's talking about at a very personal
14 level how people interact. I'm not sure that I would
15 consider that to be the best example of diversity just
16 because I'm not sure that it's - I think that diversity is
17 much more subtle than what you get when you have a
18 conversation with a two-year-old.

19 VICE CHAIR CAMACHO: But you feel that that is
20 important, it is a good framework to help build an
21 individual with tolerance and understanding of everyone?

22 DR. BOTTRELL: Oh, absolutely. I mean, that's one
23 of the reasons I sent my son and will probably send my
24 second son to that school because understanding diversity
25 doesn't just start when they're 30, or they're 25, or when

1 they're 18 when they graduate, it starts from Day 1,
2 becoming aware of the little ways that people are
3 different, then the bigger ways that people are different,
4 and then the ways that people stereotype the people that
5 are different, and unpacking those stereotypes. So, over
6 time, you develop a whole person who is sensitive and
7 culturally aware.

8 VICE CHAIR CAMACHO: Thank you. That was my last
9 question.

10 MS. RAMIREZ-RIDGEWAY: Ms. Spano.

11 PANEL MEMBER SPANO: Good afternoon. Would you
12 like to drink some water?

13 DR. BOTTRELL: Thank you.

14 PANEL MEMBER SPANO: What does appreciation for
15 California's diversity mean to you?

16 DR. BOTTRELL: I've been incredibly lucky to be a
17 Californian. I left the State for 11 years and that's
18 when I really became aware of how much I'm a Californian.
19 I lived in New York, in Boston, in D.C., and Seattle. I
20 actually think that living in Seattle made me most aware.
21 There is a culture of being a Californian that I actually
22 think in a weird way is on par with being an American
23 because we're such a large state, it's just different. I
24 mean, even when you leave the country, people say, "You're
25 an American, oh, but you're really a Californian." And

1 they understand that when you leave the country. To me,
2 it's the essence of my being, I felt it when I was in all
3 of those places. What it means? It's hard to - I guess
4 it's hard to describe. We are - people throw in the word
5 "diversity," but I really think that it's very hard to
6 understand how you can have a State to someone who comes
7 from one of these tiny little Northeastern states, or some
8 of these other different States which have people who are
9 different, but literally, you can - when I was in college,
10 they had ski-beach day.

11 PANEL MEMBER SPANO: Ski Beach?

12 DR. BOTTRELL: Ski Beach Day, which meant --

13 PANEL MEMBER SPANO: Skiing and --

14 DR. BOTTRELL: -- yes. You got up in the morning,
15 I lived in Southern California, you got up in the morning
16 and you went to the top of the mountains and you skied,
17 and then you went home - snow skied, and then you went
18 home and you went to the beach. I mean, that's one kind
19 of - it's a silly example, but it just, I think, really
20 represents how you can have a state that's so
21 diametrically opposed in every way, and yet we somehow
22 figure out a way, generally, to coexist and really support
23 each other, and build an incredibly powerful economic
24 community. I mean, that's really what being in California
25 means to me, is that difference in so many ways.

1 PANEL MEMBER SPANO: The opportunities.

2 DR. BOTTRELL: Yeah, the opportunities,
3 opportunities that I really never saw on the East Coast,
4 things that really became - you really can start out as
5 one thing, or in one position in society, and be an
6 entirely different one because you've made it your
7 choosing in California. I don't actually think that's
8 possible in most other parts, even in this country.

9 PANEL MEMBER SPANO: Why is appreciation for
10 California's diversity so important to redrawing the
11 lines?

12 DR. BOTTRELL: Because I really believe that a
13 true democratic process - and this is democratic with a
14 small "d," not political party - means that all people
15 have a voice to be heard, and people really have very
16 different things that they bring to the political process,
17 different perspectives, and all California and all
18 governments make policy that directly or indirectly, in
19 ways that are expected or unexpected, impact all of those
20 people. How we draw the lines makes a difference, whether
21 or not those people are going to be positively or
22 negatively impacted, by decisions made 10 years from now,
23 and older, and so that's why I think the lines are so
24 important.

25 PANEL MEMBER SPANO: Why do you think appreciation

1 for California's diversity is so important in complying
2 with state and Federal laws - to the best of your
3 knowledge, I know you're not an expert in the law.

4 DR. BOTTRELL: Yeah, I'm not a legal expert. I
5 think that, again, I think this really goes back to Ms.
6 Camacho's question of what's policy. In some ways, policy
7 is faceless, it's nameless, and people presume, although
8 it is not actually true, I think presume that when you
9 make rules they are objective, you make laws that are
10 objective; but the reality is how those laws are applied,
11 how people experience them, what impacts happen as a
12 result of those laws, can be exclusionary or inclusive,
13 and affect different groups in different ways, in ways
14 that may be fair or unfair. That's why I think that being
15 aware of diversity - and this in every single way, I mean,
16 Ski Beach Day -- matters because the assumption that those
17 rules or Regs or laws or policies are faceless or above
18 diversity is just not true. So, that's why I think it's
19 important.

20 PANEL MEMBER SPANO: Thank you. What value do you
21 see in having a diverse Commission?

22 DR. BOTTRELL: Historically, policy-making has not
23 been diverse, and we've seen the outcome of it, you know,
24 we've seen communities of color disenfranchised, we've
25 seen different individuals' economic strata

1 disenfranchised, because people - not even necessarily
2 always because of an intent, although there are certainly
3 those extreme cases, but because individuals who are all
4 alike, who think all alike, who all come from a similar
5 background and talk all alike, presume that they know
6 what's best because they're not actually hearing any
7 difference. If you don't have a Commission that's
8 diverse, you're not going to have difference. And so,
9 while you may have a very easy time drawing the lines,
10 there's not going to be any debate, everybody is going to
11 know what to do, it's going to be simple. The reality is,
12 is you're not going to be representing the State, which is
13 so diverse. So, the Commission has to be diverse. I
14 mean, that's why I actually think it was a very smart way
15 of doing the rules, in that you may have the lottery for
16 the first set of individuals, but then the Commissioners
17 actually have to look amongst themselves and choose to
18 fill out their ranks, because just by statistics, you
19 could have that first set of Commissioners all be, you
20 know, individuals of the same socioeconomic status and the
21 same gender, just by accident. There's a statistical
22 possibility of it, it's extreme, but it's possible. So
23 you want to be able to use that group, to be able to use
24 actual decision-making processes -- it's a good first
25 practice for them -- to round themselves out for fairness.

1 PANEL MEMBER SPANO: It sounds like you gave it
2 some thought --

3 DR. BOTTRELL: I did.

4 PANEL MEMBER SPANO: -- about the possibilities,
5 you're a statistical expert, practically, and what would
6 you do, you don't know the results, you don't know how
7 it's going to play out, what if you were in one of the
8 eight that had to select the six, what would you do?

9 DR. BOTTRELL: I think the first thing, I've been
10 looking through your run of demographics and watching them
11 change, and you know, it'll be interesting to see what the
12 Legislature does with the 60, and how that could or could
13 not change those statistical probabilities of fairness and
14 balance, all the things that you could actually measure.
15 I mean, one of the things that you know from data is that,
16 if you take it out, you know, take a ball out enough
17 times, right, you're going to move to the statistical
18 mean, you're going to get your nice little bell curve, and
19 so on. I think that, if I was one of those Commissioners,
20 you know, who was in that first eight, what I would do is
21 try to look across sort of where you started from at this
22 point, which I think really really tried to balance out
23 diversity in all the ways that you could measure, which
24 are ad proxy for all the things that you can't measure and
25 try to move those eight so that you get the eventual total

1 set, so it is more in line with kind of where you are now
2 with the 120, or hopefully with the 60, because then, that
3 way, using what you can measure, you try to balance out
4 those things that maybe you can't measure.

5 PANEL MEMBER SPANO: With what political points of
6 views and beliefs do you have the most difficulty
7 understanding and/or maintaining an open flexible
8 approach?

9 DR. BOTTRELL: I had a feeling you were going to
10 ask me this -- believe it or not, driving in the car this
11 morning. I will be honest, I think - I was listening this
12 morning, talking about new peace talks in the Middle East
13 and the reporter, the BBC reporter, was saying that when
14 it was a secular decision, they thought there may have
15 been a better chance of brokering Mid-East peace, but as
16 things have become more religiously extreme, the chances
17 of peace have become more difficult. And I think that's
18 probably what I think is one of the most difficult things,
19 we see it in our work when we're trying to make decisions
20 about end of life care, that as people become - have a
21 very strong religious basis for a particular perspective,
22 finding points of agreement, I think, becomes much more
23 difficult. And I think that's where I find the most
24 frustration because I find it very hard to get to "yes,"
25 because you can't. People have a very important, very

1 valid reason for having a belief, for believing a policy
2 or decision only has to go one way, and it's very
3 important to them, it's very personal, but it doesn't
4 allow you to make decisions that are in line for anybody
5 else who may be even diametrically opposed to them. So,
6 those are the situations that I think I have the most
7 difficulty with balancing.

8 PANEL MEMBER SPANO: In your line of work, the
9 serious decisions that you have to make, do you find it
10 really hard or challenging to remain impartial in your
11 decisions?

12 DR. BOTTRELL: I don't actually think that I - I
13 mean, impartiality is always difficult, but that's part of
14 my job. My responsibility is to remain impartial, but
15 look to - and you do that by looking to the rules that do
16 guide what's possible, you know. We are, for example, in
17 the Veterans Health Administration, we are not allowed to
18 do Euthanasia, it's not allowed, and so you may have a
19 situation where a patient or a family member is requesting
20 that, and my personal feelings about that are immaterial.
21 Sometimes you actually have to land on, "This is what we
22 can do for you, we can take care of you in the best way
23 possible, but these are our outer limits." The rules and
24 the Regs that we have for this Commission are going to
25 provide some structure for that, as well. It's not about

1 being - I mean, being impartial is - your personal
2 perspectives are always part of the discussion; what you
3 have to be able to do is both recognize what your personal
4 perspective is, but then also look for a way, you know,
5 what's appropriate given the role that you have to play.
6 You know, in those very difficult decisions, I have a very
7 important role to play, which is not to get in the middle
8 of he said, she said, or any of that, but to really do the
9 best thing that we can within the rules to get good care
10 for that patient.

11 PANEL MEMBER SPANO: Would you be able to set
12 aside your views and beliefs, political, personal, to
13 perform the work of the Commission?

14 DR. BOTTRELL: Absolutely. I mean, that's what I
15 have to do every day.

16 PANEL MEMBER SPANO: In your response to Question
17 4 of the standard five questions, you were mentioning that
18 you could skillfully lead these groups of people, and you
19 said that these people just basically are not easy to
20 lead.

21 DR. BOTTRELL: They're not.

22 PANEL MEMBER SPANO: And so I was wondering if you
23 can shed some light about that. I know you mentioned a
24 little bit about how this group of doctors and nurses, and
25 so tell me how difficult it was.

1 DR. BOTTRELL: Well, it is an ongoing learning
2 experience. We have been working together for a long
3 time. Part of the ways that you lead groups that are
4 diverse is you have to figure out ways to build trust. I
5 mean, trust is essential. And so, part of the way that
6 you lead a group, and it doesn't really matter, that is
7 just one example, I've worked with them for a long time,
8 but even when I hadn't worked with them for a long time.
9 And part of what you have to do is identify areas where
10 you can build trust, ways you can build trust, because
11 once people have trust, somebody is allowed to say
12 something that may not be quite as perfect, or as well
13 thought out and clear. And individuals don't immediately
14 jump on their words, but wait for them to clarify, which
15 means that you have more fair communication, more even,
16 more truthful communication. And so it's kind of a
17 building process. You start with trust, which enables
18 communication.

19 PANEL MEMBER SPANO: Makes sense. I just have one
20 short question for you. And what personalities do you
21 best work well with and those that you gravitate away
22 from?

23 DR. BOTTRELL: I gravitate away from people who
24 are extremely confrontational, just sort of personally and
25 naturally. I certainly work with a lot of doctors who are

1 by nature and by academic training, honestly, outside of
2 their patient care work, tend to be confrontational, and I
3 do gravitate away from them as sort of just general
4 individuals, people that I want to hang out with, so to
5 speak, but in my work I deal with them all the time, and
6 you have to have effective ways of dealing with people,
7 especially when they're pointing at you like this, which
8 has been done to me, many times, because I'm just a PhD,
9 not an MD. So that's sort of what I don't like to work
10 with. I like to work with pretty much everybody else.

11 PANEL MEMBER SPANO: Thank you.

12 MS. RAMIREZ-RIDGEWAY: Panelists, are there
13 follow-up questions?

14 VICE CHAIR CAMACHO: No.

15 CHAIR AHMADI: No.

16 MS. RAMIREZ-RIDGEWAY: Dr. Bottrell, you work in
17 ethics.

18 DR. BOTTRELL: I do.

19 MS. RAMIREZ-RIDGEWAY: How often is there a right
20 answer in your work?

21 DR. BOTTRELL: There are standards and practices
22 because I work in Healthcare Ethics, I don't work in moral
23 theory, I don't work in a whole other range of things that
24 people in Academe would consider. I work in Healthcare
25 Ethics, which means we take and we apply ethical concepts

1 to the reality of care for an individual patient, or
2 decisions about genetic testing, or you know, sort of that
3 de-personalized level and that individualized level.

4 MS. RAMIREZ-RIDGEWAY: So does that mean you set
5 policy that governs what the VA will treat, generally?
6 You are not looking at a file that says, "John Smith is
7 looking for...?"

8 DR. BOTTRELL: We never - and we always come from
9 the perspective, even when we're dealing as a leader
10 making decisions ethically, that every individual is
11 ethical, and it's really about how you use an ethical
12 decision making process. And there are actually specific
13 standards for ethical decision-making process - are
14 stakeholders involved? Was your decision fully informed
15 by using good data? And so on. So, there are standards
16 of practices for making ethical decision, it's not that
17 anybody is unethical.

18 MS. RAMIREZ-RIDGEWAY: How do you think that would
19 be the same or different from the Commission's work?

20 DR. BOTTRELL: I think that's exactly what the
21 Commission has to do, is use a ethical decision-making
22 process, which has been outlined, you know, somewhat in
23 rules and Regs, use an ethical decision-making process to
24 come up with best decisions balancing value conflicts,
25 which in essence is what all the conversation we're having

1 is about, value conflicts among people of different
2 backgrounds and perspectives.

3 MS. RAMIREZ-RIDGEWAY: You talked a lot about
4 being data-driven, and how important data is generally to
5 making decisions and governing your work, and that sort of
6 thing. I expect - would there be circumstances when the
7 Census Data does not provide a clear --

8 DR. BOTTRELL: Absolutely.

9 MS. RAMIREZ-RIDGEWAY: -- answer? How will a
10 data-driven person like yourself resolve those issues when
11 it's more gray than black and white?

12 DR. BOTTRELL: Because I am a quantitative and a
13 qualitative researcher, not only a statistician or
14 quantitative researcher, I'm comfortable with gray.
15 That's part of the things I was talking about with Mr.
16 Ahmadi, that it's not just, "Okay, there's a .5
17 probability that this is statistically significant," blah,
18 blah, blah, it is, "All right, here's what the data says,
19 it may be statistically significant, it may not be." But
20 what does that really mean? Or where do you get at what
21 it really means from talking to people by that qualitative
22 data, from interviews and focus groups? And so that is
23 where the gray is. In my work, I use the data to bring
24 clarity to the gray that comes from people, and I use the
25 information that comes from people to actually unpack and

1 make real, so it is really to understand that, in fact,
2 the data that may seem so perfectly clear, or may not
3 exist at all, actually usable. I think a lot of times, on
4 the one hand, you say the data may not be there. On the
5 other hand, the data might be telling you one thing.
6 People's lived experience is not what that data says, and
7 you may be actually using the data incorrectly if you
8 haven't talked to people, I mean, really understand what
9 the lived experience is.

10 MS. RAMIREZ-RIDGEWAY: You said, no matter what,
11 lawyers always fight about things.

12 DR. BOTTRELL: Absolutely.

13 MS. RAMIREZ-RIDGEWAY: And you mentioned tort
14 reform, not only in your application, but also here today.
15 Do you have issues with lawyers or litigation?

16 DR. BOTTRELL: No, actually I don't. I think
17 that's part of our process. It's part of our political
18 system, it's allowed, it's an incredibly valuable and
19 powerful means to ensure that individuals get their
20 representation when whatever standards or processes and
21 procedures had already happened didn't include them. So,
22 I mean, and they talk about the media as being the fourth
23 estate, I actually think lawyers are - I don't know if I'm
24 going to call them the "fifth estate," I'd be making
25 something up, but I think it's part of the process, as

1 well.

2 MS. RAMIREZ-RIDGEWAY: Hard to answer that
3 question when a lawyer is asking it.

4 DR. BOTTRELL: Well, some of my best friends are
5 lawyers! I know, that's silly, but it's true.

6 MS. RAMIREZ-RIDGEWAY: So, you're not
7 uncomfortable if Commission counsel comes to you and says,
8 "Look, this is what the VRA says you have to do."

9 DR. BOTTRELL: That happens to us all the time. I
10 was talking about, you know, the situation with Ms. Spano,
11 you know, the rules are the rules, you know, they were set
12 there by elected officials, by individuals who are above
13 my pay grade, you know, by regulation, by OMB. In the VA,
14 those are your outer limits, and the rules are also your
15 minimum.

16 MS. RAMIREZ-RIDGEWAY: Sometimes they're your
17 maximum.

18 DR. BOTTRELL: Sometimes they're the maximum,
19 sometimes they're the maximum, but sometimes they're your
20 minimum. In Ethics, they are often your minimum and what
21 you have to do is not just apply what's legally allowed,
22 but also what is going to be the best beyond that. Other
23 times, it is what may be best or seem more fair may not
24 actually be allowed, and you have to live within that and
25 make it work because those are your limits.

1 MS. RAMIREZ-RIDGEWAY: So, correct me if I'm
2 wrong, my recollection in perusing your application is
3 that you've sort of risen through the ranks?

4 DR. BOTTRELL: Yes.

5 MS. RAMIREZ-RIDGEWAY: So you've had some
6 opportunity to be staff and now a manager?

7 DR. BOTTRELL: Yes.

8 MS. RAMIREZ-RIDGEWAY: Have you learned anything
9 about life generally in terms of being staff vs.
10 management?

11 DR. BOTTRELL: Power relationships are important?
12 Actually, I think, in a weird way, I don't actually like
13 being management as I liked being in the sort of mid-tier,
14 a mid-level manager; on the one hand, you can feel very
15 disempowered because people above you are making
16 decisions, but you're no longer the little guy, so you're
17 responsible. But, actually, I'm very comfortable in that
18 position. I think that's actually kind of where a
19 Commissioner is going to be. You have a set of rules that
20 are decided for you with an incredibly important decision
21 to make, no one of you is in charge, the whole Commission
22 has to come to a decision. And so it's a very large team
23 that you're working in. Being staff obviously has its
24 perks. You get to hand it to somebody else and they're
25 responsible, not you. But that's just a natural part of

1 development.

2 MS. RAMIREZ-RIDGEWAY: So, in your current work,
3 do you all work by consensus? How does it work, now?

4 DR. BOTTRELL: Well, it's both. It's all forms of
5 decision-making. There's certainly not any kind of
6 democratic - everybody raises hands because we are a team,
7 we work together, it's not a straight line vote, the ayes
8 have it. You build consensus by identifying the ways that
9 people - you know, looking at the goal, identifying things
10 that you can make work. Obviously, we all work for - in
11 my situation, we all work for one person, you know, our
12 Director and our Deputy Director. So, at some point, we
13 have to do work and follow their lead, which I think is
14 very different than the Commission's work. There is no
15 individual that you're all beholden to, other than all
16 people in the State of California. There's no person who
17 is going to 86 what you did because they disagree with it,
18 no one person, so to speak. I'm not sure I'm answering
19 the question that you asked clearly.

20 MS. RAMIREZ-RIDGEWAY: You are. Sitting here, you
21 seem like a really confident person, a very bright person
22 -

23 DR. BOTTRELL: Thank you.

24 MS. RAMIREZ-RIDGEWAY: And also a person who has
25 strong opinions, and I wonder how will it feel if the

1 Commission - if you have to operate by consensus, and the
2 Commission, for whatever reason, repeatedly doesn't take
3 your maps. How will that feel?

4 DR. BOTTRELL: It's always horrible, but it's the
5 reality. You know, in any team, at some point, there's
6 going to be a set of decisions that are made and people
7 are balancing out, there are other group members and
8 you're balancing out a whole set of things. Somebody is
9 not going to accept my perspective. But I suspect that
10 that's going to be something that is maybe less important
11 to me, or maybe it's something really important, but I'm
12 just going to be stuck with it, that's just the nature of
13 the beast. The ultimate goal here is to draw the lines by
14 the date that we have to, so that we achieve the closest
15 thing to perfection for what this Commission's work has
16 done, you have to finish, and you can't hold out forever
17 for one little detail, or one little thing, and obstruct
18 the whole process. I've worked with people who have done
19 that and it is incredibly frustrating, and that is not me,
20 I don't - that's not me.

21 MS. RAMIREZ-RIDGEWAY: You said in your
22 Supplemental Application, you know, I'm just extracting a
23 quote that I wrote down, so forgive me if I can't give you
24 much context, you said you have "an ongoing engagement and
25 awareness of politics." Can you explain to me a little

1 bit what you mean by "engaged in politics?" If you mean
2 just voting, that's fine, too. I just wasn't sure what
3 you meant.

4 DR. BOTTRELL: That's in essence. I read - I
5 tried to read multiple sources, multiple newspapers to get
6 a diversity of opinions, you know, I don't just read the
7 *New York Times*, I don't just read the *Wall Street Journal*,
8 I read them both, and other things. Those are maybe two
9 extremes of one sort. You know, and I try to stay current
10 with a range of important debates that are happening,
11 particularly with respect to the State - water. It's just
12 one of the things that I regularly follow, which is
13 obviously very political. So, that's how I engage. I am
14 not an active member - I'm not actively - I don't actively
15 canvass for elected officials anymore, or do any of those
16 kinds of things, but I'm engaged in the concepts of
17 politics.

18 MS. RAMIREZ-RIDGEWAY: But I remember that, in
19 '92, I think, you walked precincts in historically low
20 voter turnout Districts. And I wondered, what did you
21 learn from that, that might help you as a Commissioner?

22 DR. BOTTRELL: That was one of the most important
23 informative eye-opening experiences. It is certainly one
24 of the things that led me to change my work because it
25 actually jaded me to some extent about the political

1 process; here I was this nice little new person coming out
2 of graduate - undergraduate, so super young, you know,
3 "Government is beautiful."

4 MS. RAMIREZ-RIDGEWAY: It really is.

5 DR. BOTTRELL: I know, I don't say that with - no,
6 it's fine, I don't believe "bureaucrat" is a dirty word,
7 I'm probably one of the few. But, fresh-eyed and dewy-
8 faced and, you know, walking precincts, and asking people
9 in - you know, asking people to come out and vote and
10 having them say, "I didn't even know there was an election
11 today, I guess I'm registered, but I didn't know." You
12 know, or showing up at their right precinct, but they had
13 been given a set of materials, but it really wasn't for
14 the right precinct by one political party. So, here they
15 are trying to basically, "This person came and talked to
16 me and asked me to vote for their people, I'm going to
17 vote for their people because that person was nice to me
18 and shook my hand." No prior thought, no consideration,
19 no prior thinking. It is absolutely their right as
20 citizens to vote based on nothing other than walking in, I
21 completely support it, but it made me realize that people
22 have a very different access to the political process and
23 how you drive politics at that level. It can be a little
24 shady. It's part of what drove me into bureaucracy, which
25 can also be shady, but I felt safer there.

1 MS. RAMIREZ-RIDGEWAY: So what did you - how would
2 that influence your work as a Commissioner?

3 DR. BOTTRELL: Okay, right. As a Commissioner,
4 what it makes me realize is that the people who are
5 standing there in the room are going to be representing an
6 important set of insights, but the people who aren't in
7 the room and who had no thought of every coming to be in
8 the room, we also have to find them and get their
9 perspectives, and they might not even know that what we're
10 doing at the Commission was very esoteric in some ways,
11 impacts them, but I have to remember that every single day
12 that it matters for them.

13 MS. RAMIREZ-RIDGEWAY: So do you have any thoughts
14 about how you get them?

15 DR. BOTTRELL: I think it relates to some of the
16 things that Mr. Ahmadi was saying, you know, publicity,
17 it's trying to make sure that the people, when you talk to
18 the people in the room, that you unpack not just what they
19 are saying, but maybe the people who maybe disagree with
20 them, asking them, trying to see who might disagree with
21 them, or who do they think is wrong because those might be
22 people who are in the room. It's also working, I think,
23 with the Commission members because they're all going to
24 represent the obvious characteristics that you guys were
25 able to identify, but also probably a range of

1 characteristics that, just by statistical chance, they
2 also represent, and they're going to bring those to the
3 table in helping to make those part of the conversation is
4 going to be important.

5 MS. RAMIREZ-RIDGEWAY: I think you addressed this
6 with Mr. Ahmadi, but I just want to be sure that it's
7 clear in my own notes, you are still able to telecommute
8 for your job?

9 DR. BOTTRELL: A 100 percent time.

10 MS. RAMIREZ-RIDGEWAY: I see, so you won't have
11 restrictions in terms of having to be at a desk from 8:00
12 to 5:00 every day.

13 DR. BOTTRELL: Well, I do telecommute. My duty
14 station, my official duty station is in Berkeley at that
15 desk, that is my official duty station, so I'm not sure
16 what you mean.

17 MS. RAMIREZ-RIDGEWAY: Will you have the
18 flexibility to sort of hit the road and be gone for a
19 couple of weeks and do your work remotely so you can
20 attend meetings throughout the State, if need be?

21 DR. BOTTRELL: Well, I absolutely can attend
22 meetings throughout the State. I will have to legally,
23 thank goodness I work for the Federal Government, I have a
24 lot of vacation, I will actually take leave, use comp
25 time, in order to do that work. If I am not officially at

1 work, I can't be - I can certainly fulfill my duties, by I
2 am not officially on the job, I cannot be paid for that,
3 but I have a ton of comp time.

4 MS. RAMIREZ-RIDGEWAY: I understand. I mean, you
5 do work for the Government.

6 DR. BOTTRELL: Right.

7 MS. RAMIREZ-RIDGEWAY: Okay, very good. I don't
8 have additional questions. Panelists, do you?

9 CHAIR AHMADI: I don't.

10 PANEL MEMBER SPANO: I do. Mary, do you?

11 VICE CHAIR CAMACHO: No.

12 MS. RAMIREZ-RIDGEWAY: Go ahead.

13 PANEL MEMBER SPANO: Okay, I just -

14 MS. RAMIREZ-RIDGEWAY: You've got about 11 minutes
15 remaining, by the way, so...

16 PANEL MEMBER SPANO: Oh, okay. Thanks. I'm not a
17 statistical expert, so I'm going to ask you a little bit
18 more about a comment in your application. You said,
19 "Taking data from focus groups and combining it with hard
20 numbers requires an ability to distinguish fact from
21 opinions, contextualize information to receive and assess
22 the relative strengths of competing arguments." What are
23 some of the methods you've used to assess credibility and
24 reliability for focus group data, before combining it with
25 quantitative data?

1 DR. BOTTRELL: The most effective method is just a
2 classic methodology, is you repeat and you repeat and you
3 repeat, and we're not only going to have one Commission
4 meeting, we're going to have many; and what you do is you
5 repeat focus groups until you get what is called data
6 saturation, which means you've heard the same thing over
7 and over and over again in 25 different ways, to start to
8 realize this isn't just one person's opinion, one person's
9 perspective, this is actually a theme, a true fact, or a
10 true way that people are experiencing whatever the
11 question is, or whatever the circumstance is. So you look
12 to get to data saturation, it's not single off-hand
13 comments.

14 PANEL MEMBER SPANO: So you repeat, you repeat,
15 with different focus groups, multiple focus groups?

16 DR. BOTTRELL: Uh huh, and also with different
17 focus groups with different backgrounds, you know, that is
18 a different way that you do it. It depends on what your
19 project is, but it may be looking for - if you're looking
20 for a theme about quality nursing home care, you might
21 talk to doctors about what that means, and nurses, and
22 different - and patients, themselves, and you start to
23 look for what cuts across those, you know, what they are
24 saying.

25 PANEL MEMBER SPANO: What are the thresholds for

1 missing or incomplete data that you have worked with
2 beyond with, beyond which would deem the data too
3 incomplete, or too unreliable to work with?

4 DR. BOTTRELL: In qualitative or quantitative
5 data?

6 PANEL MEMBER SPANO: Quantitative.

7 DR. BOTTRELL: Okay -

8 PANEL MEMBER SPANO: Either/or, actually.

9 DR. BOTTRELL: Okay, well, in qualitative data,
10 you go with what you have. Sometimes you might have
11 snowball sample that is completely by convenience, you
12 start with two people, and you keep working, and you know
13 that you may, you know, the numbers in qualitative are so
14 small, qualitative work are so small that there are
15 methods to try and get to the truth, but sometimes it's
16 not - sometimes it may not be adequate and you just have
17 to recognize that and make a decision, or write your
18 analysis based on, "This is what we know, and this is the
19 best thing that we can do," because we always apply our
20 data, we don't just do it and then write a paper and leave
21 it in the air, but actually make a decision based on what
22 you have. You know, in statistical data, because I don't
23 have a statistics book right in front of me, there are
24 standard procedures and methodologies for either applying
25 missing data to fill out a dataset; there are also methods

1 where you look for a certain level of statistical
2 significance to determine whether or not you have adequate
3 or inadequate data based on probabilities. That's just
4 sort of classic methodology stuff. Ultimately, at some
5 point, for this Commission's work, the data is what you
6 have and you're going to have to go with it, perfect or
7 imperfect. You know, maybe you do some specific cuts of
8 the data to help unpack it, but at some point the data is
9 going to be imperfect, and you just have to make a
10 decision and recognize that that's where you are, that's
11 where you are in this year, and you hope that 10 years
12 from now, when the next Commission does this again, they
13 have better data.

14 PANEL MEMBER SPANO: Yeah, in a perfect world.

15 DR. BOTTRELL: Data is always searching for
16 perfect.

17 PANEL MEMBER SPANO: What thresholds would you
18 consider for the Census data, given that California's
19 Census data is not 100 percent complete?

20 DR. BOTTRELL: I can't be specific about that,
21 that's a level of sort of statistical awareness that I
22 actually have to look at and be sure. I haven't played
23 specifically with Census data. The data is at such -
24 there are different methods and rules that go for very
25 tiny datasets and very very large datasets. In large

1 datasets, you have problems of such volume that anything
2 can be statistically significant, pretty much any
3 analysis, because the volumes are so high, and so there
4 are different rules for that, and I can't say them to you
5 right now.

6 PANEL MEMBER SPANO: You haven't worked with
7 Census data yet?

8 DR. BOTTRELL: I haven't worked with Census data,
9 not as an analyst. I've certainly used it, but I haven't
10 run data on Census data before.

11 PANEL MEMBER SPANO: Okay, that's it for me now.
12 Thanks.

13 MS. RAMIREZ-RIDGEWAY: Ms. Camacho, Mr. Ahmadi?

14 VICE CHAIR CAMACHO: That's it.

15 CHAIR AHMADI: I have nothing.

16 MS. RAMIREZ-RIDGEWAY: We have about just under
17 six minutes left on the clock if you'd like to make a
18 closing statement.

19 DR. BOTTRELL: Again, I just want to thank you all
20 for this opportunity to interview, I really do believe
21 that the work of the Commission is extremely important. I
22 really do think it's going to make an important difference
23 and have real value for the State of California. I do
24 think it's a chance for California to lead the nation.
25 And I know that how my children experience the next 10

1 years is going to be in some small part as the result of
2 this Commission's work. Now, and as they grow up, they're
3 at a critical time, and so I really - I welcome the
4 opportunity to be a part of the Commission if that comes
5 as your decision, or the lottery, or any of the other
6 aspects of it, and even if that doesn't happen, I
7 sincerely look forward to the work of the Commission, I
8 respect the decisions that you all have to make. In a
9 way, I actually think the job that you have is in some
10 ways even more difficult than the job of the Commission
11 because you're picking the pickers, and that's very hard.
12 So I really appreciate your work and thank you very much
13 for your time and for this opportunity.

14 CHAIR AHMADI: Thank you.

15 VICE CHAIR CAMACHO: Thank you.

16 PANEL MEMBER SPANO: Thank you.

17 MS. RAMIREZ-RIDGEWAY: Thank you, Dr. Bottrell.

18 Let's recess until 2:44.

19 (Off the record at 2:26 p.m.)

20 (Back on the record at 2:44 p.m.)

21 MS. RAMIREZ-RIDGEWAY: The hour being 2:44 and a
22 quorum being present, we have our next Applicant here, Ms.
23 Christine Shipman. Welcome, Ms. Shipman.

24 MS. SHIPMAN: Thank you very much.

25 MS. RAMIREZ-RIDGEWAY: Are you ready to begin?

1 MS. SHIPMAN: I am ready.

2 MS. RAMIREZ-RIDGEWAY: Please start the clock.

3 What specific skills do you believe a good Commissioner
4 should possess? Of those skills, which do you possess?
5 Which do you not possess and how will you compensate for
6 it? Is there anything in your life that would prohibit or
7 impair your ability to perform all of the duties of a
8 Commissioner?

9 MS. SHIPMAN: Well, essentially there are four
10 skills that I think are very important for the
11 Commissioner to possess, one being analytical skills that
12 would involve the understanding of technical materials
13 and, in addition, statistical information that will come
14 before the Commission. The other would be an appreciation
15 for California's diversity and geography, and I think I
16 really possess both of those, as well. Impartiality, that
17 is, the open - to maintain an open mind and non-biased on
18 issues, and I think I have demonstrated that throughout my
19 professional, as well as my volunteer history. And, in
20 addition, I would say communications and listening are
21 absolutely vital to a Commissioner to possess. That is,
22 with the public and also with Commissioners, to listen
23 very intently to statements, or testimony that will come
24 before the Commission, and being able to delve or drill
25 down further to ask very relevant questions pertaining to

1 information.

2 The skills that I don't possess, I would say that
3 it is not that I'm not a demographer, I'm not a
4 researcher, although I work with people that are experts
5 at that; nor am I an attorney, and I would certainly rely
6 on legal counsel for advice related to anything dealing
7 with more of Constitutional issues. I have a very cursory
8 view of probably of knowledge about that, I could talk a
9 little bit about what the 14th Amendment is, etc., but I am
10 by no means an attorney.

11 And finally, there is nothing in my background
12 that would impair me to fulfill the duties of a
13 Commissioner.

14 MS. RAMIREZ-RIDGEWAY: Describe a circumstance
15 from your personal experience where you had to work with
16 others to resolve a conflict or difference of opinion.
17 Please describe the issue, and explain your role in
18 addressing and resolving the conflict. If you are
19 selected to serve on the Citizens Redistricting
20 Commission, tell us how you would resolve conflicts that
21 may arise among the Commissioners.

22 MS. SHIPMAN: Well, one example would be, in my
23 experience with Health Administration, I had
24 responsibilities for a Clinical Laboratory that showed us
25 the lab serves the entire functions of hospitalized

1 patients, as well as outpatients and emergency room
2 patients, as well. We had a Chair who decided
3 unilaterally to close the laboratory and refused to open
4 it, despite information that came before him, the data
5 that showed a better turnaround time for patients, and
6 also refused to accept the comments and concerns that were
7 expressed by members of the Emergency Room staff. I,
8 along with the manager, met with him, presented the data,
9 and he refused to accept that. I took it upon myself to
10 go back to his office and to sit down and talk to him on a
11 one-to-one basis. From that conversation, I gleaned there
12 was something that might be an obstacle for him. I
13 indicated to him that I would go back to my office and
14 draft the statement that really would support the opening
15 of the laboratory. And he, in fact, said, "Well, you can
16 go and do that but I'm not budging on my decision,"
17 basically. And the meeting was held with the Dean, with
18 other chairs of departments, and I positioned myself
19 sitting across from him, and one-by-one, there were chairs
20 who talked about information they received from the
21 clinical faculty that really said how this wasn't a
22 problem for them in carrying out their responsibilities.
23 And at the time, he was asked by the Dean to respond, I
24 very gracefully positioned a statement in front of him
25 that he read, and what he read was that he would re-open

1 that laboratory, it would be re-opened within a few days.
2 And that is an example that I think, 1) the point that I
3 wanted to make on that was that, in talking with him, I
4 wanted to focus more on the issue of what we had, the task
5 that was at hand; I wanted to maintain self-confidence, I
6 had to work with him, and I wanted to make sure that we
7 had continued opportunities for good relationships. And
8 finally, I took the initiative and I wanted to be the
9 example, to lead by example. It turned out that it was a
10 success, which we were all happy about.

11 And if I was selected to be on the Commission,
12 that similar skills would I use, as well, and that is come
13 before a peer on the Commission to take about the issue,
14 to really maintain self-respect for the individual to talk
15 about, strive to make things better, and really try to
16 resolve these issues, and take responsibility. Sometimes
17 someone has to step up to the plate and take
18 responsibility, and to do that, allow someone else that
19 they may see a different side, or a different avenue of
20 that.

21 MS. RAMIREZ-RIDGEWAY: How will the Commission's
22 work impact the State? Which of these impacts will
23 improve the State the most? Is there any potential for
24 the Commission's work to harm the State? And if so, in
25 what ways?

1 MS. SHIPMAN: I think the impact for the state are
2 two-fold, one is that it would, first, eliminate inherent
3 conflicts of when we had Legislators draw their own
4 Districts. And, in effect, what it means to me is that
5 Legislators choose their voters, voters do not choose the
6 Legislators. And the second impact, I think, is it will
7 allow for more competitiveness of districts, and I think
8 that's very key. That would allow for any individual who
9 feels that they are able to run for an office to be able
10 to do that, and I think that is paramount. I really
11 believe that what we are doing in California now is the
12 best thing in the democracy that I have seen here in the
13 last 20 years. And I fully support it.

14 As to the other part of the question, the only way
15 it can harm the state is if the Commission is biased,
16 that's the only way that I see it could do harm. I think,
17 based on other guidelines that we have, and criteria that
18 we go through, it certainly diminishes that possibility,
19 but if there is bias on the Commission, that's the only
20 way that I could see it could possibly have a negative
21 effect.

22 MS. RAMIREZ-RIDGEWAY: Describe a situation where
23 you have had to work as part of a group to achieve a
24 common goal. Tell us about the goal, describe your role
25 within the group, and tell us how the group worked or did

1 not work collaboratively to achieve this goal. If you are
2 selected to serve on the Citizens Redistricting
3 Commission, tell us what you would do to foster
4 collaboration among the Commissioners, and ensure the
5 Commission meets its legal deadlines.

6 MS. SHIPMAN: Well, one example is the fact that
7 this is a very recent one, that I served as part of a
8 larger group of a collaborative in Solano County where I
9 work, for looking at how can we bring into Solano County a
10 better system of how we - how we treat children with
11 developmental disorders within the County. A group got
12 together that consisted of a wide range of people from
13 developmental health. They were people from the schools,
14 pediatricians, hospitals, all members of this group
15 focusing in on what can we do better to improve the
16 services for children in Solano County. The outgrowth of
17 that was the committee looked at what are all the
18 different components that we have to address in looking at
19 more of improved relationships. And my role in that was a
20 founder/partner, that's one way to describe it, that I was
21 to help in the process, but yet not control it, so that I
22 sometimes served as a coach, sometimes served as the
23 person that identified we needed to drill down further to
24 obtain some additional information, sometimes even
25 suggested that maybe we should put this item on a parking

1 lot and chart that as such, and come back to it later so
2 that we could find ways in which we could reach some type
3 of agreement of how it can be addressed.

4 The success of the group really culminated into
5 designing a group that really was responsible for what's
6 called a "Partners for Early Access for Kids," K-i-d-s,
7 and in that group they applied for funding and received it
8 as a collaborative and it culminated into some systems
9 change as a county, as a whole, and that is we, 1) agreed
10 on a screening tool for all children throughout the
11 county, which is a major success. I mean, there were many
12 screening tools out there, but we were able to convince
13 the physicians, and pediatricians in the County, as well
14 as others who were doing home visits and seeing kids in
15 private settings, that we had one screening tool for
16 children; secondly, another outcome for that group is that
17 they looked at what are the different assessment tools and
18 really began to reduce the number that would be available,
19 so that we're not out in the gamut, but really reduced the
20 number of screening tools that we could have for children.
21 And the success of that collaborative ended up on the
22 county receiving a NACO Award, the National Association of
23 Counties Award, which was just recently presented within
24 the last two months, and we were very very pleased, and I
25 provided comments at the Board of Supervisors meeting and

1 highlighted this success, but, really, the credit goes to
2 the whole collaborative, I was just one piece of that.

3 MS. RAMIREZ-RIDGEWAY: A considerable amount of
4 the Commission's work will involve meeting with people
5 from all over California who come from very different
6 backgrounds and very different perspectives. If you are
7 selected to serve on the Commission, tell us about the
8 specific skills you possess that will make you effective
9 in interacting with the public.

10 MS. SHIPMAN: I think one is communication skills
11 and the ability because I've had experience with dealing
12 with a variety of different groups. So, I think I bring
13 that. I think I bring keen listening skills, as well, and
14 really respect for, 1) the process, and 2) respect for the
15 citizens of California. And I think I bring some ideas of
16 working with groups that may not be the ones that you
17 would find on Twitter or on Facebook, or others. I bring
18 more of experience with working with groups with outreach
19 efforts that would involve more - maybe areas that many
20 community groups are dealing with on a day to day basis
21 right now, and that is they are out there in our
22 communities, and we need to really tap into those
23 resources that are there in our communities, the groups
24 exist, there are many groups you want to slice across
25 ethnicities that are there, the groups do exist, and we

1 need to really tap into those resources and utilize the
2 work and the success that they have in dealing with a
3 different segment of the population that may not be on
4 Facebook, as I say, Twitter, and the others.

5 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi.

6 CHAIR AHMADI: Yes, thank you. Good afternoon,
7 Ms. Shipman.

8 MS. SHIPMAN: Good afternoon.

9 CHAIR AHMADI: Sorry I was a minute late when I
10 came back from my break.

11 MS. SHIPMAN: That's okay.

12 CHAIR AHMADI: But I got your response to standard
13 question 1, at least towards the end. I am interested to
14 hear a little more about your understanding of what does
15 appreciation for geographic diversity in the state mean to
16 you, and how does that impact your decisions on the
17 Commission, should you be selected?

18 MS. SHIPMAN: I think the appreciation for
19 geographic diversity really means that you have had - you
20 have experience, 1) in working with different groups, that
21 California happens to be one of the most, I believe,
22 diverse cities - diverse States around, and that it is
23 important for us to really hone in on the benefits that
24 different groups bring, understanding that everyone makes
25 a contribution to us, everyone makes a contribution. And

1 one analogy that I could - that perhaps if you allow me to
2 identify is that, if there is - if you wanted to do a soup
3 and there is someone just brings in the stock, and someone
4 brings in the carrots, and someone brings in the thyme,
5 someone brings in the basil, you really get a great
6 product, and I think understanding that is absolutely key
7 for someone to have an appreciation for California's
8 diversity because that's when you have a better product,
9 we all have something to contribute. And we need to have
10 an appreciation for that and understand that, in differing
11 ways, that everyone has - everyone wants to be involved
12 and everyone has something to contribute to the success of
13 our efforts.

14 CHAIR AHMADI: Okay, a kind of follow-up on that
15 to make sure I got it correct. Let's say, when you
16 compare issues of concerns that people living in a rural
17 area of a northern county, for example, a northern part of
18 the State, may have compared to, you know, those that
19 people living in an urban setting experience, can you give
20 us some examples of what are some of the issues that may
21 have an impact on the decision-making of the Commission?

22 MS. SHIPMAN: Well, I think in terms of
23 representation the issues that people feel in a more rural
24 area are maybe more in terms of the economics. Having
25 lived in an area with the Native-American community, I

1 know that one closure of a mill there made a huge
2 difference in terms of the people there because that was
3 the primary source of employment for many of the people.
4 So that, in itself, I think for me, tends to indicate that
5 something, that one closure of a particular facility in
6 the Sacramento area would not have the greatest impact as
7 a mill in around the Burney Falls area, for example.

8 I think it's important for members of the
9 Commission to really understand that there are geographic
10 issues that are absolutely vital for smaller rural areas,
11 that what they're interested in may be somewhat varied, a
12 little, from the inner cities, but at the same time, I
13 think it is absolutely - I think it is absolutely crucial
14 that, when you look at the rural area, we have to focus
15 really on those issues that, like economics that are so
16 crucial for them, as well as transportation may be
17 another, that's another issue. Another area I could tell
18 you about is, when working in the Burney Falls area with
19 the Native-American tribe, transportation was a huge issue
20 of just - there weren't buses that ran really frequently
21 there. Another issue was just some of the basics. I can
22 remember having a conversation with someone, as another
23 example, a physician's office down in Shasta area, and he
24 said, "Well, the patient didn't make the appointment."
25 And I said, "Well, we'll follow-up on that." What we

1 usually do is call them beforehand, and I made a point of
2 indicating to him that that would be great if they had
3 phones. It's a big difference when you work in rural
4 areas as opposed to a city, some of the issues would be
5 totally different.

6 CHAIR AHMADI: Do you see the most challenging
7 aspect of the Commission's work to obtain all this
8 necessary information?

9 MS. SHIPMAN: I think it will - I don't think it
10 will be as difficult to do that. I think that, as I said,
11 there are organizations that could easily be tapped into
12 the California Rural Indian Health Service, for one, would
13 be one that I could say would be very instrumental in
14 identifying some of those concerns and issues, and would
15 probably eagerly volunteer to be - to host some type of
16 meeting with many representatives, maybe at the same time
17 that they are doing one of their annual meetings or bi-
18 annual meetings, that it could be done, and maybe allow
19 something like this on the agenda. This is some of the
20 unorthodox item that I talked before.

21 CHAIR AHMADI: Okay, thank you. In your
22 application, you also state that you have had experience
23 with city redistricting.

24 MS. SHIPMAN: Yes.

25 CHAIR AHMADI: And I'm sure that's a good

1 experience to have, especially if you get assigned to the
2 Commission. How would that help you? What did you learn
3 from that practice? Give us some more detail about your -

4 MS. SHIPMAN: Okay. There are a lot of passions,
5 I would tell you that's one of mine, a lot of passions.
6 We met as a group of concerned citizens for one particular
7 district out of eight in the city, working together. We
8 thought in terms of, is it possible that many groups could
9 come together and maybe do one map, and we quickly found
10 that would not work. Many people had so many strong
11 passions, and I think there were a lot of vested interests
12 in trying to do maps that are more concentrated on their
13 particular area. We ended up doing one for our area,
14 which was the pocket area. And I think a valuable lesson
15 from that is that citizens want to be heard, they want to
16 be heard, they want to be heard. And that's one of the
17 things that we as a group did not feel, when we presented
18 our maps to the city, that we were respected and we were
19 heard very clearly about what we wanted. I must say, the
20 end result was better than what was being proposed by
21 staff of the city, it ended up being better. But it's
22 very - it's very difficult, I think, when you get down to
23 the finite - and we actually had a computer program that
24 we were using. There were some people that just presented
25 a map, they just drew it in, but we actually used the

1 computer program and started looking at areas, and looked
2 to try, based on the criteria that we were provided, a
3 stand within that criteria -

4 CHAIR AHMADI: And that's the City Charter?

5 MS. SHIPMAN: The City Charter, yes, trying to
6 keep it equally among the population, equal among the
7 eight Districts, of course, and then trying to make sure
8 it was representative of the cities of ethnic populations,
9 as well. So, it was a tremendous task.

10 CHAIR AHMADI: So, does the City Charter, you
11 know, I don't have any experience with redistricting
12 myself, but I'm anxious to learn, does the City Charter
13 allow for - or how much flexibility does the City Charter
14 allow for these types of redistricting? And, given that
15 there is some flexibility, how did you use it to your
16 advantage?

17 MS. SHIPMAN: Well, actually, they say merely
18 equal and the one argument that I think I was the one who
19 presented to the City was, 16 percent is not nearly equal
20 and that was by someone else's map. But our maps, I
21 think, came closer to that percentage than some of the
22 others. But I would say that it was an interest process
23 as we went through it, but - quite an interesting process.

24 CHAIR AHMADI: Were you happy before the new lines
25 - were you happy with the old ones?

1 MS. SHIPMAN: Well, I think in terms of the old
2 lines, we really felt that the District was not continuous
3 because, in our area, we have one District here, and it
4 goes about a couple miles down -

5 CHAIR AHMADI: Across the freeway or -

6 MS. SHIPMAN: Uh, yeah, it's sort of the bypass
7 freeway, it's the bypass, and goes down and picks up a
8 totally different district, a different section along Mack
9 Road there, yeah, but it picks up a different section,
10 totally, so that, we didn't think was very contiguous. It
11 ended up pretty much being somewhat similar to what it was
12 before, I think.

13 CHAIR AHMADI: Okay. The reason I asked that
14 detail is that, you know, on the statewide redistricting
15 for the purpose of the Citizens Redistricting, there may
16 be times that the Commissioners may have some flexibility,
17 even though, you know, for example, if you can bear a
18 potential for Option A vs. B, you may have flexibility.
19 How do you think, or how do you suggest that the
20 Commission should approach those kinds of situations and
21 what kind of data would help to make the best decision for
22 the residents?

23 MS. SHIPMAN: Well, it would - I think if you look
24 at approaching it from the standpoint, are you still
25 securing minority representation, I think that would be

1 one, that would have to be one that you'd want to
2 definitely look at. Is there a reason why it's not nearly
3 as equal? What reason would that be? And if it is
4 securing the representation of minorities, then that might
5 - that in itself might be something that I certainly would
6 feel based on my readings that that was something that
7 would be defensible.

8 CHAIR AHMADI: Minorities in what sense?

9 MS. SHIPMAN: Minorities in terms of protecting
10 their - protecting their representation so that they're
11 not so far diluted that it's impossible that minorities
12 could ever elect any official. If you dilute them
13 totally, you're not really maintaining a fair
14 representation to make sure that there are at least
15 defensible reasons that you could really look to, to have
16 representation.

17 CHAIR AHMADI: Okay, thank you. You kind of
18 touched on the shape of the District in your response to
19 the previous question that I had, a follow-up question,
20 but let me hear - or could you share with the Panel your
21 thoughts about what might be some of the benefits or
22 detriments to the geometric shape of a District? What
23 factors may contribute to the shape? And is it
24 beneficial, it is not? In what circumstances?

25 MS. SHIPMAN: Well, geometrically, I think the key

1 is that we go through the criteria that is selected,
2 first, that we have available, and if we are able to then
3 say that perhaps the Districts could then protect the
4 rights - if there is a District, for an example, that we
5 will have a large segment of minorities that are present
6 within a District, and if we see that, if we absolutely
7 split the total District in half, then we are diluting
8 some of the effectiveness of the ability for a particular
9 group to have representation. I think that in itself
10 might then be able to look to see how a district could
11 really be configured.

12 CHAIR AHMADI: Okay.

13 MS. SHIPMAN: I think it has to be very careful,
14 though, that you want to make sure it is a very fair and
15 equitable process and, then, if there's not - and as I
16 said, after you go through the criteria, and there is a
17 total diluted, the voting rights of minorities, then I
18 think that would be somewhat problematic.

19 CHAIR AHMADI: But by "criteria," I believe you
20 are referring to the Voting Rights Act?

21 MS. SHIPMAN: I am talking about the voting - the
22 Federal Voting Act.

23 CHAIR AHMADI: Okay.

24 MS. SHIPMAN: And, of course, there are some
25 problems that we will have to have some preclearance of

1 what we do, anyway. I mean, I think there were four that
2 I read that we would have to make sure that, whatever we
3 do, really is then reviewed by the Justice Department.

4 CHAIR AHMADI: Okay, thank you. Okay, no more
5 questions at this point. Thanks.

6 MS. RAMIREZ-RIDGEWAY: Ms. Camacho.

7 VICE CHAIR CAMACHO: Thank you. Hello, Ms.
8 Shipman.

9 MS. SHIPMAN: Hello.

10 VICE CHAIR CAMACHO: I would like to kind of ask
11 you a few more questions regarding your work on the
12 redistricting, or your input -

13 MS. SHIPMAN: Okay.

14 VICE CHAIR CAMACHO: -- for the redistricting of
15 the City of Sacramento. It looks like there were a group
16 of 10 people that kind of worked in the pocket area to
17 help with that.

18 MS. SHIPMAN: Yes.

19 VICE CHAIR CAMACHO: What was the feedback that
20 you received from the City on the maps that your group
21 provided? Or, did you receive any?

22 MS. SHIPMAN: Well, initially there was - well,
23 there were several. Initially, there were some comments
24 by members of the City Council that they didn't think our
25 group was representative of really searching out to a

1 particular group in another community. And doing
2 representation of that map, I think, the Mayor made a
3 point within there -- not the current Mayor -- within
4 there, made a point of lightly chastising, saying that,
5 well, they didn't have to do that, that was not part of
6 the criteria. So, that was one feedback. Another
7 feedback was the fact that, at least with several
8 instances where there were like a pre-session of maps that
9 were done, there were comments that were made that they
10 really felt maybe another map was better, and there were
11 some comments that were made by our group, that indicated
12 it really needed to be a site to go out and see the site
13 because what they were proposing was really to effect what
14 we terms as "community of interest," such as some of the
15 other items that were proposed, including taking out the
16 only firehouse that we had in our District, or removing
17 the only bank in our District, so as you drew it, some of
18 those other maps really just eliminated the firehouse,
19 eliminated the bank. And so that was the first part of
20 the session of feedback. The second part of the session,
21 the City felt that they had - that our map - and it wasn't
22 so much, in the second round, it wasn't so much things
23 they didn't like about our map, it was more of what they
24 liked about the other maps, and they thought it was more
25 of a broader representation of a coalition. So, that was

1 one. And there was, I was told there was something that,
2 between Council members, issues of concern that they felt
3 that one person wanted to maybe pull out a piece of a
4 section of their District that really excluded someone
5 from running, and that did come up in one of those
6 sessions, as well, but that was more between the Council
7 and Council members. So those were the feedbacks. It
8 wasn't so much what they didn't like about our map as
9 really what they felt the other map represented.

10 VICE CHAIR CAMACHO: So there were other groups,
11 other than the pocket area -

12 MS. SHIPMAN: Oh, yeah, there were some people who
13 just singly drafted a map and that was a handwritten map,
14 and then presented it. The opportunity was available for
15 any citizen who wanted to draw a map, and do that. And
16 our group put together, I think it was probably about
17 three maps.

18 VICE CHAIR CAMACHO: With your group, did you go
19 out and talk to the people in the various - in your area?

20 MS. SHIPMAN: Oh, yes. Oh, yeah, we did. We
21 talked to maybe about - because we are all part of
22 Neighborhood Associations and, as a result, we talked to
23 people and some of the earlier comments that people who
24 even watched it on TV identified that, "Oh, my gosh, I had
25 no idea that they were about to do this," carving it up,

1 and they were so happy to get input and provide input to
2 us about what they wanted to see.

3 VICE CHAIR CAMACHO: So this input, did you go
4 door to door? Was it just in the pocket area? Or did you
5 go to the other eight areas?

6 MS. SHIPMAN: We did talk with people at
7 neighborhood services meetings about the maps, and about
8 neighborhood associations and what they wanted to see. We
9 did do some of that, not all of them we went to, but there
10 was a session of representation that all of us
11 participated in, with members from different neighborhoods
12 throughout the entire City, and that was more or less like
13 a meeting where everyone got together and talked a little
14 bit about what they liked about the maps, what they didn't
15 like about the maps, so we had an opportunity to meet with
16 each other and discuss that. And that's when we decided
17 that many people wanted to diverge a little bit, it wasn't
18 going to be one neighborhood association map that was
19 presented, they wanted to really look - we wanted to
20 concentrate on our area, and others wanted to concentrate
21 on theirs. Yeah.

22 VICE CHAIR CAMACHO: What was your role out of the
23 10 individuals? Were they all equal?

24 MS. SHIPMAN: We were really a collaborative, I
25 would say, because we had many people who had differing

1 roles, many people - we had some people who were involved
2 in a lot more of the leg work and going out. We had other
3 people who were involved in discussions with other
4 neighborhoods. I did participation with some of the
5 neighborhoods, and also, I presented the maps with co-team
6 and with another individual from the area to present the
7 maps.

8 VICE CHAIR CAMACHO: Other than talking to the
9 other homeowners association and getting their feedback,
10 was there any other maybe hard data that you obtained to
11 help you with drawing your maps?

12 MS. SHIPMAN: Well, actually, on the program
13 itself, we were able to really look at the population; we
14 were really able to look at the ethnicity that was all
15 part of the CD that was provided to the citizens. So, as
16 we changed anything, we could see those results that were
17 immediate. We looked at the population, we looked at the
18 ethnicities, we looked to see if it was representative of
19 Sacramento, and then we looked at the total variance by,
20 if we stayed within certain percentage of variance based
21 on the entire City population, as well.

22 VICE CHAIR CAMACHO: You also talked about looking
23 at the ethnicity of the populations. Did you bring the
24 Voting Rights Act into your decision somewhat?

25 MS. SHIPMAN: We - we did, it wasn't identified,

1 per se, the Voting Rights Act. We looked at how minorities
2 would be affected by it, as well, and we were able to see
3 that it wasn't a misrepresentation of minorities in terms
4 of diluting the voting power of minorities. We did look
5 at that.

6 VICE CHAIR CAMACHO: Okay, thank you. In your
7 application, you expressed concern about the accuracy of
8 the 2010 Census. Explain your concerns and why you have
9 them.

10 MS. SHIPMAN: Well, it was really based on the
11 fact that, looking back on information that was identified
12 by - I think his name was Robert Groves, I'm not sure of
13 that, Director of Census, who identified that they were
14 partnering up with *Dora the Explorer* to really identify
15 that the community should be aware of "don't forget to
16 count the kids," and in that, the Census data, based on -
17 I think it was based on a study that they did, the
18 partnership, because they realized that there was a
19 problem in counting all children under 10-years-old, but
20 especially children that were 5-years-old and under. So,
21 the effort, or the media publication came out a little
22 late, but I think it was in March - late February or March
23 - when it was released, that they really wanted to make an
24 effort throughout the whole community, "Don't forget to
25 count the kids," and *Dora* was identified as kind of a

1 caricature to say, "Remember the kids when you fill out
2 your Census form." But the data actually came from the
3 Census, right.

4 VICE CHAIR CAMACHO: So you -

5 MS. SHIPMAN: The 2000 Census.

6 VICE CHAIR CAMACHO: Oh, that was the 2000.

7 MS. SHIPMAN: It came from the 2000 Census, and
8 there were some communities, from what I understand, that
9 really took that to heart and made an effort in some of
10 the States to make sure that kids were counted, and I
11 believe that Texas and it looks like maybe they may be
12 adding representatives, totally, Texas and a few others,
13 but I'm not sure if it got widely publicized in
14 California, though.

15 VICE CHAIR CAMACHO: So do you feel any concern
16 about the accuracy of this -

17 MS. SHIPMAN: I think from past studies, having
18 not looked at the data for 2010, I think in past studies
19 it's been identified and this comes from the U.S. Census
20 Bureau, that kids have been undercounted consistently.
21 It's not just in 2000, but that's the year that had
22 identified a very high rate, so they had been undercounted
23 before and that's why they partner up with *Dora*, to try to
24 make sure that people remember to count the kids.

25 VICE CHAIR CAMACHO: If you're a Commissioner,

1 would you feel comfortable with the Census data for 2010
2 to -

3 MS. SHIPMAN: I think as a Commissioner, we have
4 to go with the data that we have and I think, based on
5 that, we can look to legal counsel for other type of
6 issues that, hearing testimonies by other people, and
7 including that, as well, into our considerations.

8 VICE CHAIR CAMACHO: Go ahead and drink.

9 MS. SHIPMAN: Thank you.

10 VICE CHAIR CAMACHO: What was your role in
11 preparing for and securing approval of a Charter
12 Engineering and Science High School in Sacramento? And
13 would these skills that were required be useful on the
14 Commission?

15 MS. SHIPMAN: Well, my role in it was part of a
16 group that came forward to advocate for it, we saw in our
17 community there was a concern that many people - that the
18 one high school that we have in the area wasn't a meet all
19 type of concern for all the kids in the area, in that
20 there are some kids that don't do well in large schools.
21 I, to be honest, was one of those. I was not a child who
22 would do well in a small - in a large school. And what my
23 role was to speak before the Board of Education and to
24 identify to them why I felt the way I did, and I really,
25 in giving that discussion from the heart about the

1 experience for myself in attending a high school that was
2 very small, and how I had developed and grown over the
3 years in that I think it would be very important that we
4 allow this opportunity for our children within our
5 community to have that experience, as well, too. And I
6 talked to them about information that came out of the
7 children's report card, that I had the opportunity to
8 chair the children's commission from Sacramento County
9 during one year, and we asked that they give thoughtful
10 consideration to approving that, and we were all very
11 happy that they did, but, again, it was a collaborative
12 effort, I was just one of the ones that spoke before the
13 Board of Education about it.

14 VICE CHAIR CAMACHO: That experience for
15 advocating and securing approval for this Charter High
16 School, how would that knowledge that you attained doing
17 that help you as a Commissioner?

18 MS. SHIPMAN: I think it goes back to
19 communication. I think it goes back to trying to project
20 a side that maybe you don't hear the voices that are not
21 on Twitter, that are not on Facebook, and they may not
22 hear that across some electronic media, but understanding
23 that there's a concern in our community and there's
24 something that someone has to step up and to address, and
25 we as a group of citizens wanted to do that. And I think

1 that will allow me to really advocate for the voices that
2 sometimes are not able to speak for themselves.

3 VICE CHAIR CAMACHO: Thank you. Your background
4 includes 20 years supervising a diverse staff.

5 MS. SHIPMAN: Yes.

6 VICE CHAIR CAMACHO: What did you learn? And what
7 was your experience recruiting that staff?

8 MS. SHIPMAN: I think I've learned that all
9 employees, I would say, really want to do a good job, and
10 I don't think that anyone - well, let me back up - so,
11 first, in recruitment of the staff, I think it's really
12 important that, as I said before, that we do have a very
13 diverse - I believe in that - and I believe in order to do
14 that, sometimes you have to go maybe in unorthodox ways,
15 so that when you have advertisements that you have in your
16 interest in recruiting people, that maybe you need to look
17 at utilizing the resources with a community that deal with
18 people of that ethnicity a great deal, and let the word go
19 out that this is available and everyone has an opportunity
20 to apply. And in doing that, I think that we, at least in
21 my background, that I was able to recruit some really
22 outstanding people. And we used different types of
23 advertising, too. We used radio, but that might be a
24 little unorthodox for many people, but the best, I think,
25 is those organizations that deal with individuals on a

1 regular basis that people trust. They trusted in their
2 communities and they are more apt to go and believe that
3 source when there is something that is available, they get
4 the word out very very effectively. And the other thing I
5 learned in just dealing with people is that no one wakes
6 up in the morning deciding that maybe they're going to
7 have a bad day, there are certain things that happen with
8 us on a daily basis that circumstances within our
9 surroundings that may impact, and we need to really give
10 people the benefit of the doubt in trying to address those
11 issues, or act out behavior when they occur, and do it in
12 a very respectful manner, and try to maintain self
13 confidence, as I mentioned before, and still try to
14 continue on with good relationships with people and
15 actually lead by example, so staff really follows you.

16 VICE CHAIR CAMACHO: Thank you. That was my last
17 question.

18 MS. RAMIREZ-RIDGEWAY: Ms. Spano.

19 PANEL MEMBER SPANO: Good afternoon.

20 MS. SHIPMAN: Good afternoon, I'm losing my voice.

21 PANEL MEMBER SPANO: Are you losing your voice?

22 MS. SHIPMAN: I think it's better now, I just had
23 to clear it, thank you.

24 PANEL MEMBER SPANO: And feel free to drink as
25 much water as you need to because I do that, too. I'm

1 just going to ask you a little bit more about your
2 redistricting experience.

3 MS. SHIPMAN: Yes.

4 PANEL MEMBER SPANO: I know you said it was - when
5 was this, exactly?

6 MS. SHIPMAN: I think it was back in - oh - the
7 last probably about - I'm thinking late 2000 - I think
8 after maybe after the 2000.

9 PANEL MEMBER SPANO: So it's just after that?

10 MS. SHIPMAN: Yeah, I think it's about that. I
11 don't have the exact date here, but --

12 PANEL MEMBER SPANO: I just thought you might
13 know. You said it was quite an interesting process for
14 you?

15 MS. SHIPMAN: It really was a very interesting
16 process. I think all of us learned a lot from that. I
17 think there's a lot of passion, as I said on all sides.
18 People really hold firm to their communities of interest
19 and, in addition to that, I think they are - and we did,
20 too. We were very concerned about losing our fire
21 department in our District, or the only bank that we had,
22 we were very passionate about those things. And the other
23 experience, I think, is a learning tool from that, is that
24 we were still friends with people and developed
25 friendships from people that were on the other side, that

1 maybe not agreed with us, or our maps. So we were able to
2 bridge that and have opportunities to maybe do other
3 community things together. So that was another positive
4 feature out of it.

5 PANEL MEMBER SPANO: Was that almost immediate,
6 the bridging? Or was that very tough?

7 MS. SHIPMAN: No, it wasn't immediate, but I would
8 say probably maybe over six months to a year and ongoing,
9 that we were able to get together and do some other work
10 together in neighborhood associations. I can remember one
11 that we in our community did apply for a grant and we were
12 awarded it, and we told other people in the neighborhood
13 association they gave the grant, I said, "You can use this
14 as a model." It bridges people together. That was a
15 positive outcome.

16 PANEL MEMBER SPANO: You created more networks?

17 MS. SHIPMAN: Oh, yeah, definitely, definitely.

18 PANEL MEMBER SPANO: I forget, you said this was a
19 year-long or - how long was this?

20 MS. SHIPMAN: Probably, I think, several months.
21 I think maybe six months, maybe a year, maybe six months
22 to a year.

23 PANEL MEMBER SPANO: How challenging was it for
24 you to incorporate all of the concerns in the community
25 like the fire station, maintaining that, and the bank,

1 when you determined the lines?

2 MS. SHIPMAN: Oh, we incorporated that, I think,
3 initially other groups did not, but --

4 PANEL MEMBER SPANO: But for you when you did it,
5 how hard was it to kind of draw those lines? You have a
6 charter to follow, and you have all these other
7 considerations that are important to your group. How did
8 you do it? Was it several draft attempts? And going back
9 and forth?

10 MS. SHIPMAN: Oh, we had several attempts at it,
11 several attempts at it. We went through the program
12 throughout that time, so we would be at someone's home,
13 and we would be drawing maps, and looking very carefully
14 at - and, remember, this is before Google Maps, you
15 couldn't go virtually down the street, so you actually had
16 to drive and we had people who did something similar to
17 that. But we actually went through several renditions of
18 maps before we came out with three that we wanted to
19 propose. And it was great, the program that allowed you
20 to just tweak it here and there, a little bit more, and
21 really looked at how does it affect us, how does it affect
22 the area, looking at our population differences, is it
23 really conforming to the criteria that we have? Does it
24 really fit? Are we pretty much - is it pretty much equal
25 in terms of population size? Do we have pretty much good

1 representation of ethnicities throughout our process? So,
2 that's the kind of thing we went through, but it was not a
3 one-shot deal at all. We had several meetings about this,
4 and I would think over a 30-day period.

5 PANEL MEMBER SPANO: You started with equal
6 populations, nearly equal?

7 MS. SHIPMAN: We tried nearly equal and, as we
8 said, we had to look at what were the effects of that, but
9 we tried to make it as near equal as possible.

10 PANEL MEMBER SPANO: And specifically what - I
11 know you were talking about how you presented the maps at
12 the meetings, do you recall - you actually drew --

13 MS. SHIPMAN: Oh, yeah, and the program, it was
14 very user friendly, extremely.

15 PANEL MEMBER SPANO: And did they say, "Okay,
16 Christine, this is going to be your role, you're going to
17 do this, this or that?" I know you said it was a
18 collaborative process, but I'm just trying to get a sense
19 of how they divvied up the responsibilities.

20 MS. SHIPMAN: Well, we looked at - I think
21 initially we decided before we got together, I personally
22 had made a presentation and said to the City Council that
23 what I believe and that we really needed to keep our
24 community whole, to not slice it up in one of the stacks
25 of comments, this report identified that, you know, it's

1 not the best, but he went through and drew some things on
2 it that really sliced up our community pretty badly, and I
3 made some comments to the group as a whole that we really
4 wanted to make sure that we had our communities of
5 interest really to maintain in our community. And based
6 on that and comments by others, myself and someone else
7 was selected to make the presentation to the City.

8 PANEL MEMBER SPANO: Okay, I see. That was your
9 primary role.

10 MS. SHIPMAN: As well, as I said, in some of the
11 meetings in the neighborhood because I was very active in
12 the neighborhood services association and talking with
13 some of the other groups, and when we met as a group I
14 made a point of talking to different groups around about
15 how should we really address concerns that they may have
16 in their neighborhoods, as well.

17 PANEL MEMBER SPANO: Did you work with any
18 consultants at all?

19 MS. SHIPMAN: Not for our maps, no. Not for our
20 maps.

21 PANEL MEMBER SPANO: It was just kind of a group
22 project.

23 MS. SHIPMAN: It really was a grassroots community
24 effort, a collaborative.

25 PANEL MEMBER SPANO: Yeah. Do you have any

1 thoughts on, you know, if you're a Commissioner what types
2 of consultants you would need for the State redistricting?

3 MS. SHIPMAN: I think we need people that could
4 look at the data for us, and I think we're going to need
5 someone with a lot of research, technical skills, and
6 looking at the data, in slicing the data. I think we
7 certainly will need probably a person who has a company or
8 someone who has expertise in the drawing of the maps
9 itself, that would be very important for it. Other people
10 I think we're going to need is some staff assistance in
11 really gathering a lot of the data and sifting through the
12 data. Those are some of the things that I can think of
13 that would be extremely beneficial. And, of course, we
14 always need legal counsel, but --

15 PANEL MEMBER SPANO: Definitely can't leave legal
16 counsel out!

17 MS. SHIPMAN: I mean, it goes without saying.

18 PANEL MEMBER SPANO: How much personal time did
19 this take of you to do this?

20 MS. SHIPMAN: We had a fair amount of time, but my
21 experience, when people of a community get involved and
22 really see the benefit of it and you are vested in it,
23 that you find the time to do it. You really find the time
24 to do it.

25 PANEL MEMBER SPANO: Did you find like, "Oh, God,

1 day and night, after work, going home, doing this," every
2 night?

3 MS. SHIPMAN: It wasn't every night that we had -
4 we set up planned meetings and we had responsibilities and
5 the expectation was that people would fulfill those
6 assigned tasks, and people who are vested really do. And
7 if someone needed some assistance, they had no
8 apprehensions about e-mailing and saying, "Could someone
9 help me out on this?" They did that. So we handled our
10 tasks very effectively.

11 PANEL MEMBER SPANO: Are there any resources that
12 you wish you had access to, or anything that you felt
13 would maybe, if you had to do this all over again?

14 MS. SHIPMAN: If I had to do that all over again?
15 I think probably - I think probably - we didn't have
16 access to an attorney at all during that process, to look
17 at our maps, to see how we would fair with the Federal
18 Voting Rights Act, in that process, we didn't. But I
19 think that would have been very helpful for us, too. I
20 think other things that would have been helpful for us in
21 reading more about responsibilities, I think, might be in
22 terms of more information about the diffusion of -
23 dilution of voters throughout the process. I think that
24 might have been helpful for us. We were given statement
25 criteria from the City that allowed us to participate, and

1 that's what we were governed by.

2 PANEL MEMBER SPANO: Do you find that the Voting
3 Rights Act is a pretty complex law?

4 MS. SHIPMAN: I think it's complex and I think we
5 probably will need to have some legal counsel involved
6 with that, and it's even complex because of the fact that
7 you have to pay particular consideration to maybe the four
8 counties within the state that are under preclearance, as
9 well, too. So I think it's going to be extremely helpful
10 for their insight to be beneficial for the Commissioners.

11 PANEL MEMBER SPANO: Thank you. You stated in
12 your application that you've also had the experience
13 working with Native-Americans, having served as the Clinic
14 Administrator of a local tribe. The facility was operated
15 by a federally recognized tribe composed of 11 -

16 MS. SHIPMAN: Autonomous bands, uh huh.

17 PANEL MEMBER SPANO: Autonomous bands, okay.
18 Again, this is while listing the negotiations. How did
19 the Tribes organizational structure complicate decision-
20 making?

21 MS. SHIPMAN: They changed their board every year
22 - every year. That in itself, you had to get used to a
23 totally different board every year and that sometimes it
24 was a lot of, for an example, I had to take back a
25 recommendation to the Board three times before I got it

1 approved given the staff just a raise, who had not had a
2 raise in like four years. And it was allocated, though,
3 in the funding and they had not had a raise in four years.
4 I had to take it back three times to finally get it
5 approved.

6 PANEL MEMBER SPANO: Three times because the Board
7 changed? Is that why or -

8 MS. SHIPMAN: The Board changed and they wanted,
9 you'd start over the process again, like, "Okay, why is it
10 that we need to do this?" And then you had one meeting
11 after one meeting after one meeting to finally get it
12 approved. And it took a lot of working with members of
13 the Board to demonstrate that it's something that the
14 staff really needed and then the money was allocated for
15 it. So that's one complication. Some of the things that
16 - some other complications that sometimes occurred was
17 nearly, as it related to - as it related to how they
18 wanted to utilize some resources that, of the clinic, when
19 there was other monies that were available that would
20 allow us to maintain a certain cash flow. But sometimes
21 just based on the feeling that they wanted to allocate
22 some things that, for example, a child who may be brought
23 for tooth decay, they wanted porcelain teeth for someone
24 that would not be permanent, and our dentists said that
25 it's really not necessary that we're allocating and

1 paying, and I must say, when we had to refer people out,
2 we had to pay a lot more than normally what would happen.
3 And payment schedules. And they wanted to have porcelain
4 teeth for children, for maybe a child that - say these
5 teeth will come out again, it's not the permanent, you
6 don't need to expend this much money in terms of services.

7 PANEL MEMBER SPANO: Were they open to that?

8 MS. SHIPMAN: No. If the child - if someone
9 wanted it and they came before the Board, they generally
10 voted to have it done, even against the medical advice by
11 our dentists, yeah. But we were able before I left to
12 change that.

13 PANEL MEMBER SPANO: Really?

14 MS. SHIPMAN: Yeah, it was hard, though. It was
15 hard, but we brought the dentist in time and time again to
16 explain and do some show and tell type of demonstrations
17 that allowed them to see that it was - it's not necessary
18 to pay the huge amount that you would for that, you're
19 already paying them a high amount because you're doing
20 anesthesia to put the child asleep, so it wasn't necessary
21 to then add on top of that.

22 PANEL MEMBER SPANO: So up to that point, you're
23 just discussing and then all of a sudden the dentist comes
24 in and actually shows them?

25 MS. SHIPMAN: Well, actually, he did that on a

1 couple of visits, it wasn't just on one, you know, some
2 people were out, or had to go and come back again, you had
3 to do the same type of demonstration, or they delayed
4 voting.

5 PANEL MEMBER SPANO: I see, so once all the
6 members had a chance to see the show?

7 MS. SHIPMAN: Right.

8 PANEL MEMBER SPANO: They were convinced this was
9 a reasonable -

10 MS. SHIPMAN: The study, it did represent some
11 changing of the guard of the Board members to do it.

12 PANEL MEMBER SPANO: I see, another change in
13 membership.

14 MS. SHIPMAN: Yeah, yeah.

15 PANEL MEMBER SPANO: When you say change in
16 membership, you're saying completely new people.

17 MS. SHIPMAN: Some people may get reelected, but
18 they would run every year, yeah.

19 PANEL MEMBER SPANO: Did the tribes' customs call
20 for certain protocols to be followed in decision-making?

21 MS. SHIPMAN: We had criteria that were set up for
22 certain protocols - criteria that was set up, but salary
23 was not one of those, that was something that was
24 individually voted upon by the board. Salary was not one
25 of those.

1 PANEL MEMBER SPANO: How easy was it for you to
2 adapt your decision-making style to the tribes?

3 MS. SHIPMAN: It wasn't too difficult, but it was
4 a challenge, I have to be very honest, and realizing that
5 what I had to do was do a lot more one-on-one, and also a
6 lot more sessions, and the sessions with members
7 individually, with members of the Board to -

8 PANEL MEMBER SPANO: Instead of a group.

9 MS. SHIPMAN: One-on-one to make sure they
10 understood and allowed them plenty of opportunities to ask
11 questions and it was a lot more one-on-one that had to
12 occur with the group.

13 PANEL MEMBER SPANO: Do you find that if you're -
14 when you're a Commission, I'm sorry, I know I don't have a
15 lot of time, that you may not be able to have that
16 opportunity to have one-on-one discussions with
17 Commissioners because everything has to be discussed and
18 decisions have to be discussed in an open meeting as a
19 group, do you find that's going to be difficult, to not
20 have that opportunity to reach people like you have been
21 successfully?

22 MS. SHIPMAN: I don't think it would be - I think
23 it can be done, and the reason I say that is there has to
24 be a level of respect. Collaboratives are more successful
25 when you have that degree of respect for each other and

1 when you trust each other, and you're able then to provide
2 and in doing like a point and counterpoint type of
3 engagement with each other. If we're able to maintain
4 that in the self - as I mentioned some of the things
5 before - the respect, self-confidence, strive to maintain
6 good relations with each other, I think that starting out
7 here, we eventually move closer and closer together and I
8 think that's what part of the process is really about.

9 PANEL MEMBER SPANO: Did you try those skills when
10 you tried to communicate with the tribe?

11 MS. SHIPMAN: Some of those skills worked more
12 effectively with some members than it did with others. I
13 believe that some members were very entrenched in their
14 feelings about certain things and may at some instances
15 had a one-to-one with an employee that maybe tended to
16 cloud their judgment a bit. So sometimes that did occur.
17 And we were successful in some instances, especially with
18 the raise, to say - and we got enough votes to say that it
19 was important, "This is something that we really need to
20 do for our employees as a whole."

21 PANEL MEMBER SPANO: Thank you.

22 MS. SHIPMAN: Thank you.

23 MS. RAMIREZ-RIDGEWAY: Panelists, are there
24 follow-up questions?

25 CHAIR AHMADI: I don't have any.

1 MS. RAMIREZ-RIDGEWAY: I have a couple for you,
2 Ms. Shipman.

3 MS. SHIPMAN: Okay.

4 MS. RAMIREZ-RIDGEWAY: First, sort of dovetailing
5 on what you were just discussing with Ms. Spano, do you
6 have any ideas for how you can build that trust and
7 respect with your Commissioners when, you know, basically
8 your names are drawn, you select your six, and you hit the
9 ground running? Have you thought at all about how you can
10 do that?

11 MS. SHIPMAN: I think it would be important
12 through an orientation process to maybe have some of that
13 dialogue that would occur with asking questions about some
14 orientation information that the Commission, I think,
15 would really be involved in. I think that's an
16 opportunity to maybe glean some other type of information
17 about each other in a session like that. Another
18 opportunity would be always to start with something that
19 was a success from one meeting to the other; that is, is
20 there something that Commissioner 1 said at the last
21 meeting that was really a success? And highlight that and
22 identify it. I think those are other opportunities that
23 we could do, as well. Try to find something that -
24 there's an old saying about "catch them doing something
25 right," try to find something that we can highlight as a

1 positive that was a good result of the meeting that we
2 could talk about, to start the meeting off, the following
3 meeting off.

4 MS. RAMIREZ-RIDGEWAY: You talked in your response
5 to the standard questions. I think it was number 3 when
6 you were talking about the potential for the Commission's
7 harm, when you said that the harm would be if the
8 Commission did its work with a bias.

9 MS. SHIPMAN: Yes.

10 MS. RAMIREZ-RIDGEWAY: What kind of bias were you
11 referring to?

12 MS. SHIPMAN: If members of the Commission have
13 preconceived ideas about information, or about the
14 information or tasks that we have in hand, if you're not
15 able to be open, to be honest, and to maintain that, then
16 I think that's the only way that it could really harm. I
17 think this is exciting. As I said before, I think it's
18 one of the most exciting things in the last 20 years in
19 California, so that's the only way that I can see it would
20 have any negative effect.

21 MS. RAMIREZ-RIDGEWAY: I was perusing through your
22 application and saw that you served in a number of
23 different positions and capacities, and I wondered, are
24 you currently serving in any position that was appointed
25 by an elected official?

1 MS. SHIPMAN: In a volunteer effort, no. No.

2 MS. RAMIREZ-RIDGEWAY: Any other capacity?

3 MS. SHIPMAN: No, not in my work, no.

4 MS. RAMIREZ-RIDGEWAY: Okay, I thought that was

5 the answer, but I wanted to make sure through the source.

6 So, if I'm wrong, let me know, but I think I hear a little

7 bit of an East Coast accent, and it looks like maybe you

8 may have been raised on the East Coast, or at least went

9 to school there because you've still got family, I think?

10 MS. SHIPMAN: Right. I grew up on the East Coast,

11 that's correct. You gave me away.

12 MS. RAMIREZ-RIDGEWAY: I just hear it a little

13 bit. Just a little, and then I went back and looked at

14 your application and I saw, okay, Rutgers and - so, when

15 did you come to California?

16 MS. SHIPMAN: Gosh, I think in the '80s.

17 MS. RAMIREZ-RIDGEWAY: And, I don't want any

18 personal, but what brought you here?

19 MS. SHIPMAN: I always wanted to see what

20 California was like, then I came and I liked it and I

21 decided to say, and decided to get involved and get more

22 involved and things, and wanted to make an impact in my

23 community and the place I worked, lived, and played.

24 MS. RAMIREZ-RIDGEWAY: What was that like, coming

25 from very packed together East Coast area, New York, New

1 Jersey, and transitioning to California? What was that
2 experience like for you?

3 MS. SHIPMAN: Open land, I couldn't believe it.
4 That was my first impression - open land, I couldn't
5 believe it. And I met some wonderful people up here,
6 wonderful friends, and wonderful organizations that I've
7 had the privilege to be involved in, because I do consider
8 it a privilege, because I think I learn something from
9 them every day, of groups that I'm involved in, as well as
10 I hope they learn from me, as well.

11 MS. RAMIREZ-RIDGEWAY: Were you satisfied with the
12 type of outreach that the City of Sacramento did when it
13 undertook its redistricting efforts?

14 MS. SHIPMAN: I think they did make the process
15 very open; they did, in fact, identify with groups to say,
16 "You have the ability to draw a map if you so choose."
17 And as I said, some people didn't see one single map, they
18 just took it and hand drew it and said, "This is my map.
19 This is fine." They didn't want to be involved with the
20 CD, to look at all the other detailed data, they just
21 decided to draw a map. And I think having the process open
22 is very very crucial and vital, that everyone has the
23 opportunity to provide input.

24 MS. RAMIREZ-RIDGEWAY: Do you think the Citizens
25 Redistricting Commission should make it possible for

1 citizens to draw a map?

2 MS. SHIPMAN: I think it would be important that
3 we gain input, I don't think it's necessary that everyone
4 take the task in hand to draw their own maps, but I still
5 think it's important that we do a wide distribution to
6 make sure that we're able to gain input of people
7 throughout the entire state.

8 MS. RAMIREZ-RIDGEWAY: Very good. Additional
9 questions?

10 VICE CHAIR CAMACHO: No.

11 MS. RAMIREZ-RIDGEWAY: Okay, we've got about 16-17
12 minutes left on the clock if you'd like to make a closing
13 statement?

14 MS. SHIPMAN: I would. I just want to first of
15 all thank you for the opportunity to come before you. And
16 as I said before, this is really a very exciting and, I
17 think, the best thing that's happened in California,
18 evidence of Democracy, in the last 20 years. And I
19 realize the amount of work that each and every one of you
20 have put through with the Redistricting efforts thus far
21 and I would just say that, if I'm selected to move forward
22 in the process, that I would take it upon myself to own
23 the respect not only of you, but the citizens of
24 California every day that I serve. Thank you.

25 CHAIR AHMADI: Thank you.

1 VICE CHAIR CAMACHO: Thank you.

2 PANEL MEMBER SPANO: Thank you.

3 MS. RAMIREZ-RIDGEWAY: Thank you so much for
4 coming to see us, Ms. Shipman. Let's recess until 4:29.

5 (Off the record at 4:00 p.m.)

6 (Back on the record at 4:30 p.m.)

7 MS. RAMIREZ-RIDGEWAY: The hour being 4:30 and all
8 Panelists being present, we have our final Applicant here,
9 Tamina Alon.

10 Welcome, Ms. Malone, how are you?

11 MS. ALON: Thank you. Good afternoon.

12 MS. RAMIREZ-RIDGEWAY: Ms. Alon, sorry.

13 Are you ready to begin?

14 MS. ALON: I am.

15 MS. RAMIREZ-RIDGEWAY: Please start the clock.

16 What specific skills do you believe a good
17 Commissioner should possess? Of those skills, which do
18 you possess? Which do you not possess and how will you
19 compensate for it? Is there anything in your life that
20 would prohibit or impair your ability to perform all of
21 the duties of a Commissioner?

22 MS. ALON: Good afternoon. When I first read this
23 question the first thing that popped into my mind was
24 patience and a good attitude. Just because when I was
25 thinking about the Redistricting Commission when I was

1 first applying, you know, I think the first things that
2 jumped to people's mind are we're going to get these town
3 hall meetings, and hear people, we're going to be, you
4 know, going back and forth with maps, playing with GIS,
5 trying to figure out how to draw these lines.

6 But no one's actually thinking of the other
7 stages, which are TSA security, and driving up and down
8 the State of California and how much a good Commissioner
9 has put forth in the way of preparing themselves for these
10 types of tasks, I think says a lot about who they are.

11 I think that this first attribute of patience and
12 a good attitude is important just because there are a lot
13 of different stages which we're going to have to go
14 through in the eight-and-a-half to nine, possibly even
15 longer, realistically, months that we may be involved.

16 Aside from the town hall meetings we have -- in
17 your executive meetings, of course, that you're going to
18 have. There's reporting that has to be done at the end.
19 There's possibly defending against a legal challenge. And
20 so, there's really a long process that you're going to
21 have to go through.

22 And I think that being able to take a step back
23 and say, you know what, I appreciate the reason why we're
24 here doing this type of work and I think that the
25 objectives that we're putting forth are important enough

1 to kind of, you know, take a step back and not mind while
2 they're checking your baggage a little bit is going to be
3 the first thing.

4 I have three others. The second is really the
5 ability to read and apply laws. I don't think you
6 necessarily have to be an attorney to -- or have, really,
7 any sort of formal legal training in order to be a
8 Commissioner, but the fact is that we have a proposition
9 and we have laws which are in place, which we're going to
10 be using to do the particular work which we are going to
11 do. And even the work that the panel's been asked to do,
12 I'm sure they had to undergo some training as to what on
13 earth the words mean that the Legislators, that the
14 Proposition has crafted.

15 And so, I think just having that skill to be able
16 to go through and say this is what this particular
17 language means and then this is how to apply it to the
18 particular task that we're given is definitely invaluable.

19 You may have to get a little bit of legislative
20 history, a little bit of legislative research in the work
21 that you're doing, and I think it's important to have
22 someone who's all around, who can do this work at the same
23 time, doesn't have to kind of call in research assistants
24 to do these things for them.

25 The third thing is the ability to break down kind

1 of these legal principles and ideas and make them
2 accessible to the public. It's one thing to go out there
3 and be like, yay, I'm an attorney and I've worked in
4 Sacramento as a legislative aide, and I get all this
5 stuff, and I'm in the world of kind of this political
6 sciency redistricting mindset.

7 And it's completely another thing to be sitting in
8 a room with a whole bunch of -- a whole audience of people
9 who has no clue, have no clue what's going on and try and
10 communicate these ideas across and, more importantly, get
11 their input to kind of feed into what's going into the
12 thought process.

13 And then, lastly, I think that really it would be
14 just kind of a gem to have some sort of knowledge and
15 recognition in the particular community that you're in.

16 I think when we're going to, traveling amongst the
17 different communities across California, it means a lot to
18 people to be able to sit on the side -- you know, sit
19 across the dais from somebody and know, hey, Ms. Camacho,
20 I know her, or I know the way that she works, and then the
21 challenge of communication just opens up very nicely
22 because they feel like they're speaking to someone who
23 they can really communicate with.

24 As to which of these I possess, I definitely
25 believe that I have patience and a good attitude. I think

1 that that's one of the skills that I present and put forth
2 in my daily life. I really don't get ruffled very easily,
3 I don't really take things personally when we're
4 discussing and I don't get really riled up in TSA lines.
5 I just -- you know, they're going to do what they got to
6 do, everyone's got a job and everyone's where they are for
7 a reason and so I definitely think I bring that to the
8 table.

9 I do have the ability to read and apply laws; I am
10 a lawyer by training. I also teach political science, as
11 you know from your materials there, and so I do actually
12 do that on a regular basis. And I'm quite comfortable
13 with it.

14 I know some people think that looking over laws is
15 very tedious, I actually kind of like it. So, it's
16 something that I do and I actually enjoy.

17 Ability to break down legal principles and ideas,
18 and make them digestible to the public, again, part of
19 what I do every day, just last night I came out of one of
20 my classes, which is entitled "The U.S. Constitution and
21 Criminal Due Process" and my job is to take the language
22 of the Constitution, being legalese and archaic, and make
23 it not only to something that people understand, mind you
24 these being community college students at six o'clock to
25 nine o'clock in the evening, when no one wants to

1 understand anything except maybe what's going on, on
2 Seinfeld, and take this and not only get them to digest it
3 but get them somehow to care. Care enough to put their
4 feedback into what's going on.

5 And so, I do believe that I possess that skill.

6 The only thing I believe I will be lacking of
7 these four things that I mentioned is this knowledge and
8 recognition in the particular communities. I have lived
9 several places in the Bay Area, but I haven't quite
10 developed any sort of recognition amongst communities in
11 other areas.

12 Now what I do, I think, to compensate for that is
13 two things. The first thing I think that's most important
14 to do is to start by not pretending. I can't go into an
15 area that I'm not familiar with and pretend everybody is,
16 you know, my brother or sister in there and that I know
17 what's going on with them, because I don't.

18 But what I do possess is a genuine curiosity and
19 caring for what they're going through and I do ask a lot
20 of questions because I really do want to know what is
21 going on in your community.

22 And when we're talking about communities of
23 interest and we're looking at what is it that's going on
24 in these particular neighborhoods, or where a neighborhood
25 is, for example, where these lines begin and where they

1 end, I believe it's just important to kind of get people
2 to really want to talk about these things.

3 And I want to know, I honestly have no problem
4 going there and saying you know what, I have never
5 actually been to this particular neighborhood in Stockton,
6 but I'm very interested in what's going on here and I'd
7 like to spend a couple days with you, and I'd like to hear
8 what's going on and what you can tell me.

9 I spent the afternoon going around this part of
10 Sacramento. I've not actually spent much time in this
11 particular area, just to kind of get to know the interns
12 walking back and forth and what's going on.

13 And so, I believe that I compensate for it in that
14 way of just being generally open and wanting to hear from
15 the people who do have that particular skill.

16 MS. RAMIREZ-RIDGEWAY: Describe a circumstance
17 from your personal experience where you had to work with
18 others to resolve a conflict or difference of opinion.
19 Please describe the issue, and explain your role in
20 addressing and resolving the conflict. If you are
21 selected to serve on the Citizens Redistricting
22 Commission, tell us how you would resolve conflicts that
23 may arise among the Commissioners?

24 MS. ALON: Sure. I thought this was a very
25 interesting question just because it's something that I

1 really deal with on a day-to-day basis. Between working
2 in a law office, where your job is conflicts every day
3 between different parties, different sides disagreeing,
4 and being in a classroom full of people who, if you get
5 them, you know, just the right information they're very,
6 very opinionated on different things.

7 But, actually, what struck me the most about this
8 question was the wording because I wanted to just point
9 out the difference between "difference of opinion" and
10 "conflict."

11 Because I believe that conflict is something that
12 arises when differences of opinion are allowed to rise to
13 a point where people are not able to respect each other.
14 I don't think the differences of opinion are a bad thing,
15 I don't think they're something that need to be resolved
16 at all.

17 And in fact, if you had been in my classroom not
18 last night, last Wednesday night, one of the -- we had a
19 break and we were sitting around and, you know, ten-minute
20 break, and then one of the students, you know, said, you
21 know, Ms. Alon, so, what do you think of the Oscar Grant
22 issue?

23 I teach in downtown Oakland, it is nights in
24 downtown Oakland, everybody in that room has a different
25 opinion on what went on in the Oscar Grant case in

1 downtown Oakland, and all of the sudden, before I could
2 say anything, ten hands shot up in that room.

3 Okay, it's going to be an interesting Wednesday
4 night.

5 And so, this is the type of thing that happens.
6 And so, of course, the gentleman who had asked had a very
7 strong opinion as to what happened with Oscar Grant and
8 the officers who were involved, and then several people on
9 the other side of the room leapt to the defense of the
10 officer.

11 And I had to remind them about why we were there.
12 Now, this kind of feeds in a little bit into the question
13 of what do you do to kind of resolve conflicts, and so
14 this might be a little bit before what you do to resolve
15 them among Commissioners.

16 But I think they kind of dovetail in a way that
17 it's very important to, first off, be clear of the
18 objectives of why you're there. I think with the
19 Commission and with kind of an audience that you're with,
20 or with a classroom it's important to set out the ground
21 rules.

22 So, if you're saying, as I told the students the
23 first day of class that we had this semester, we are here
24 to study political topics. Politics is something people
25 are very excited about sometimes, they have a lot of great

1 opinions, but you are here to raise the level of
2 educational discourse to bring all these ideas out, and we
3 are here to enrich each other in a professional manner.

4 And so then, just by saying that, and by kind of
5 getting some people to kind of agree and nod their heads
6 in the direction of that idea, this discussion about Oscar
7 Grant, that even though it was two weeks later, took on a
8 very different flavor than it could have. This is
9 something that people are very incensed about on different
10 sides of the issue, but just setting that one thing was
11 very helpful.

12 I think another thing that could be done is next
13 setting up a process for when these differences of opinion
14 do arise, because they will. You're not going to be in
15 situations where everyone is always going to agree with
16 each other and if you are worried because then you're not
17 getting all the ideas that you want to get.

18 And so, set up a process for, okay, we're going to
19 hear this. Now, can someone please give me an argument or
20 something else so we can balance this, so we can hear
21 these different things?

22 And not only does that allow people to speak when
23 they feel like they might not want to conflict or say
24 something in opposition, but it colors, when you bring up
25 that opposition, in the way of we're talking about raising

1 the level of discourse in the room, we're not talking
2 about immediately striking back at somebody else.

3 It's not about the person who's speaking, it's
4 about the idea that we're bringing forth and that idea is
5 representative in a community, as it might be of one
6 person saying something, likely there are 10 or 20
7 thinking it somewhere else, and then we want to hear all
8 of these different ideas.

9 And then I think the next thing would be to make
10 sure, especially when we're dealing with the Commission,
11 but I bring this back to smaller areas, too, is that we
12 all have a healthy respect for each other as professionals
13 who are coming together for a common purpose.

14 When you have the Commission coming together, when
15 you have a town hall coming together the common purpose is
16 that we really want to know what are the concerns to build
17 these new plans that we're going to draw once the
18 Commission, behind closed doors -- we're here as civil
19 servants, we're here to actually create this part of the
20 process which hasn't been done before.

21 And if we're able to respect each other as people
22 who were selected for this purpose and we have the rest of
23 California kind of counting on us to be professionals in
24 this area, then that will help resolve the conflicts as
25 well.

1 And then, of course, if something rises to a level
2 where people are just over-tired and over-heated, then a
3 gentle reminder of being clear on these are our objectives
4 and this is what we have the power to do in this
5 situation. This is exactly what we can do and what we
6 can't do. Let's work on what we can do and if what we're
7 having issues about is outside of the realm of what we can
8 do, leave it behind and move forward in more constructive
9 ways.

10 MS. RAMIREZ-RIDGEWAY: With about seven and a half
11 minutes remaining: How will the Commission's work impact
12 the State? Which of these impacts will improve the State
13 the most? Is there any potential for the Commission's
14 work to harm the State and, if so, in what ways?

15 MS. ALON: I was very excited to hear about this
16 Commission. I was very excited because I think, like a
17 lot of people who are in my situation, kind of younger
18 professionals who are coming up, we are really looking at
19 a way that we could see a broader participation in what's
20 been going on in redistricting.

21 I think that one of the ways that the Commission's
22 work can impact the State in a positive way is really
23 bringing legitimacy to some different parties who feel
24 like they've been either left out, or that currently the
25 redistricting plans that have gone into place have not

1 represented their best interests.

2 I feel like if they see -- and I think that was
3 probably, you know, the intention of the Commission. If
4 we put forward citizens who are like you and me, then we
5 can say, hey, look, there are our people up there and so
6 maybe we can buy in more into what's going on.

7 And if, for example, the Commission happens to
8 come out with plans that are very similar to what's there
9 already then we can say, all right, you know what, maybe
10 those guys in Sacramento did the best that they could with
11 what they had. Maybe those guys who drew those lines
12 before actually, you know, were looking at the same thing.

13 It's very difficult to realize just how much work
14 goes into applying the different criteria for these plans.
15 And so I think that's important for Californians to see
16 kind of every-day people trying to make sense of what's
17 going on.

18 In terms of -- oh, additionally, just one more
19 point on that, I think this is also a way to really bring
20 people in. We're living in kind of this postal bomb
21 excitement that we're not sure, actually, in this upcoming
22 election whether or not it's going to carry forward.

23 But as far as I can tell, just from being in a
24 political science community and being around a lot of
25 young people, is there's still a little bit of that

1 excitement there. They want to know what's next, they
2 want to know what's going on.

3 And if we can find a way to get people in these
4 seats who are going to get them involved, who are going to
5 get them excited, who are going to make them feel like,
6 hey, there's someone I'm seeing on TV doing these things,
7 there's somebody at the community center down the hall who
8 either I can connect with, or I feel like they're coming
9 from where I'm coming from, then we can get a whole lot
10 more participation moving forward in the political arena
11 that we just haven't had.

12 And how exciting to bring in a whole new
13 generation of individuals who are going to come in and say
14 this is what I want to do with my life, dedicate it to
15 civil service here, at home.

16 In terms of how the Commission's work might --

17 MS. RAMIREZ-RIDGEWAY: Five minutes.

18 MS. ALON: Huh?

19 MS. RAMIREZ-RIDGEWAY: Five minutes.

20 MS. ALON: Okay. Oh, dear. In terms of how we
21 might harm the State, of course, again, it's looking at
22 choosing people who everyone is going to look at and say I
23 can identify with somebody.

24 If we choose a Commission where it looks like the
25 same old business, then people are going to look at that

1 and completely not see these same issues of legitimacy
2 that they may have had issues with before.

3 And, of course, there are ways that you can, you
4 know, create plans that somehow would be illegal or
5 create -- you know, anything could go wrong in
6 redistricting, in elections.

7 However, I think that that is really the danger is
8 raising up the hopes of people that this is going to be a
9 citizens' process and then not finding it to be so.

10 MS. RAMIREZ-RIDGEWAY: Describe a situation where
11 you have had to work as part of a group to achieve a
12 common goal? Tell us about the goal; describe your role
13 within the group and tell us how the group worked or did
14 not work collaboratively to achieve this goal? If you are
15 selected to serve on the Citizens Redistricting
16 Commission, tell us what you would do to foster
17 collaboration among the Commissioners and ensure the
18 Commission meets its legal deadlines?

19 MS. ALON: Okay. Well, with five minutes
20 remaining --

21 MS. RAMIREZ-RIDGEWAY: Four.

22 MS. ALON: Four minutes remaining, now. Well,
23 this is something I think, so when you're in a law office
24 setting, for example, you have, say, you know, your
25 interns, your attorneys, and everyone has their different

1 part of what they're doing.

2 Say you're working on a big case, someone's
3 supposed to go and take the pictures, someone's supposed
4 to go and call the attorney, someone's supposed to go and
5 take depositions, but the idea is that you have
6 everybody's strengths and you bring them together in a way
7 that you're able to actually get things done. Not
8 according to what, you know, everyone's just kind of
9 pushing forward on their own, but is the team really
10 highlighting what your gifts are?

11 When I was UC Berkeley I managed to get involved
12 in a whole bunch of different committees and one was an
13 Early Childhood Education Program Committee that was
14 building a new child care center. And I was there as the
15 parent, as a student parent, and they wanted to know,
16 okay, what comes from your experience here?

17 And so, I wasn't there as an architect, I wasn't
18 there as an early childhood education expert, my gifts and
19 my skills in that area were to put forward what would be
20 the concerns of a parent coming in, or of children coming
21 in? I had a two- and three-year-old, what is the world
22 like from their eyes.

23 And being able to push forward in that way, we got
24 that center built by virtue of just a whole lot of buy-in
25 from different players, with different skills, that worked

1 collaboratively to meet that goal.

2 MS. RAMIREZ-RIDGEWAY: A considerable amount of
3 the Commission's work will involve meeting with people
4 from all over California who come from very different
5 backgrounds and very different perspectives. If you were
6 selected to serve on the Commission, tell us about the
7 specific skills you possess that will make you effective
8 in interacting with the public?

9 MS. ALON: Well, let's see, I -- well, first off
10 I'm kind of a walking contradiction, myself. I'm
11 Filipino/Puerto Rican, so when you're talking about a
12 diversity I've been all over the world in terms of
13 ethnicity. I love meeting different types of people. I
14 think that in California diversity is an interesting thing
15 because we have not only the issue of ethnicity and race,
16 we have issues of urban and rural, we have issues of
17 different types of people.

18 I've worked a lot in student/parent outreach,
19 where we're dealing with single moms, young single moms.
20 I've worked with the hearing impaired when I was at
21 Berkeley.

22 And it's important just to bring all of these
23 different players together, not only to focus on, okay,
24 let's make sure that we have diversity covered in terms of
25 ethnicity. Diversity could mean a lot of things.

1 It could mean on this Commission do we have enough
2 people who represent the age group between 18 and 40? Do
3 we have enough people who represent young professionals?
4 Do we have enough people who represent people who have day
5 jobs, in general, or is everybody kind of, of the same
6 flavor.

7 I think that the special skills that I possess
8 that allow me to interact with the public on this realm --
9 on this issue is that I've kind of been through so many of
10 these different areas.

11 I've been kind of the young mom and the initial
12 professional. I've been, you know, starting off in my
13 career and I've been through living in different
14 communities, with different ethnicities, different
15 socioeconomic lifestyles, different urban versus rural
16 populations.

17 And so, not only being able to say that I'm open
18 to hearing from all these people, but saying that I've
19 actually lived and walked in many of these people's shoes
20 and, therefore, I have a place that I can hear them from.

21 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi?

22 CHAIR AHMADI: Yes, thank you. Good afternoon,
23 Ms. Alon.

24 MS. ALON: Good afternoon.

25 CHAIR AHMADI: A few follow-up questions to make

1 sure that I'm clear on your responses.

2 First of all, how long did you teach?

3 MS. ALON: Well, I've been teaching at this
4 particular college, this is my second year, and I've been
5 a teaching assistant for several years before that.

6 CHAIR AHMADI: Okay. Where is the previous one?

7 MS. ALON: The previous one is in Los Altos Hills,
8 California.

9 CHAIR AHMADI: Okay. For how long?

10 MS. ALON: I was a teaching assistant there for,
11 let's see, what year are we in? Probably about five
12 years, five or six years. I couldn't tell you exactly
13 right now, but it started about in 2001.

14 CHAIR AHMADI: Okay, that's fine. That's fine.

15 MS. ALON: Yeah.

16 CHAIR AHMADI: Let me start off with a question
17 that I was planning to ask, before I run out of time, so
18 in 2004 you worked for Congresswoman Barbara Lee?

19 MS. ALON: I did.

20 CHAIR AHMADI: Was that an internship or a paid
21 position?

22 MS. ALON: It was an internship.

23 CHAIR AHMADI: Internship?

24 MS. ALON: Yes, unpaid.

25 CHAIR AHMADI: And do you have any contact with

1 her as of now?

2 MS. ALON: No, I've had no contact with the office
3 since then.

4 CHAIR AHMADI: Do you have any contact with any of
5 legislative, you know, branch or their staff?

6 MS. ALON: No.

7 CHAIR AHMADI: No, okay. Thank you so much.

8 In response to question number one, if I heard you
9 correctly, you mentioned something about the lack of
10 understanding on the part of the residents in terms of,
11 you know, what goes on behind, you know, drawing the
12 lines.

13 MS. ALON: Right.

14 CHAIR AHMADI: And you mentioned the importance of
15 not pretending, when you discussed about, you know, for
16 example identifying communities of interest and all that.

17 What would you -- would that be a challenge for
18 the Commission to face, at least, you know, part of
19 residents who doesn't have any clue, in your words, about
20 what redistricting is about? What do you think that is --
21 to what degree that may be a challenge?

22 MS. ALON: I think it's a big challenge and I
23 think it's a big challenge just because I think that the
24 type of people we're going to get involved in these types
25 of hearings is going to be different than what we've had

1 before.

2 Like I said, we have a lot of newer people who are
3 interested in just kind of seeing what's up politically.

4 Additionally, we've been having a very big media
5 push for "We Draw the Lines." And so, we have people who
6 are following this type of stuff, who haven't been
7 following it before, who are wanting to see what's going
8 on. And they might not know a whole lot about
9 redistricting, or what the job of the Commission actually
10 is, or what the Commission can actually do for them.

11 Perhaps they think, okay, I know redistricting
12 creates the Assembly seats I have, so create me an
13 Assembly seat like this, and they don't realize that there
14 are criteria which have to be followed, and this isn't
15 just a I think I'll draw it with a crayon, in a box shaped
16 like this type of maneuver.

17 And so, I think that that's kind of a challenge
18 that they might be interested, but not come from a
19 background where they actually have that kind of
20 understanding of kind of what the process is.

21 CHAIR AHMADI: How would you balance between
22 concerns of the citizens who may have -- you know, not
23 everybody has a law background or not everybody is
24 involved with the process, especially when you're looking
25 at, you know, minority groups who are historically been

1 under-represented or they may not have the interest, or
2 may not have been involved that much, how much time do you
3 think the Commission should spend on that aspect of their
4 responsibility to engage with the public to encourage them
5 to input, to have input in the process?

6 For example, if -- you know, I didn't know much
7 about redistricting before my assignment to this project.
8 I knew a little bit, but not much. But, you know, you're
9 right, there's a lot to learn.

10 But I believe, you know, given that the Commission
11 has a very short time frame to get the job done and the
12 public input is important, how would you balance between
13 how much time to spend on the input from the public and
14 how much time you spend based on what you know --

15 MS. ALON: Right.

16 CHAIR AHMADI: -- how the lines should be drawn?

17 MS. ALON: Right. And I actually thought a little
18 bit about this. I think it can be done in two ways. I
19 think the first thing that we should do is continue to do
20 what we have been doing very effectively with the website
21 that we have, and with the media we have. Some basic, you
22 know, just brochures up on the website saying this is the
23 background of what we're doing, or this is what we're
24 going to be discussing, you know, print this out and bring
25 it with you to the meeting would be very helpful and take

1 no time at all of the Commission, aside from perhaps
2 preparing those, if that's the Commission's task.

3 But in terms of how much time to take, say in a
4 general meeting, if I'm inside a town hall, I was thinking
5 that perhaps even just the first five to ten minutes, no
6 more, just a basic breakdown of this is our goal here
7 today, this is what we are going to do, this is what
8 redistricting is by definition, and this is what our task
9 is, this is what the Commission has the power to do.

10 Just so that we set up not only why we're there,
11 but if you've come to the meeting and you're heavily
12 disturbed about something and then you realize in that
13 first five or ten minutes that either the Commission
14 doesn't have the power to deal with that, or it's outside
15 the purview of the Commission's objectives, then it kind
16 of diffuses that issue or that comment.

17 We want to make sure, like you said, that every
18 minute counts. So, really just a five- or ten-minute
19 introduction, this is who we are, redistricting is a
20 process by which we are redrawing the line after every
21 Census so that we can change around the different
22 districts that we have for Assembly and Senate.

23 Generally, it's been done with crayons, it's been
24 done with computers, it's had a long history in this
25 State, and it's been done with special masters.

1 And now we're here as a Citizens Commission to
2 figure out what is important to the community because it's
3 going to be our jobs to go back and then create these
4 lines. And then from the lines that we create, you, as a
5 citizen, will fall within these particular lines and then
6 you'll representative will come and represent that
7 particular district.

8 Something slightly elaborated on that is really, I
9 think, all it would take.

10 CHAIR AHMADI: Okay. Thank you so much.

11 MS. ALON: Sure.

12 CHAIR AHMADI: In response to question number two,
13 the standard question number two, when you were describing
14 your example about the Oscar Grant?

15 MS. ALON: Yes.

16 CHAIR AHMADI: If I heard you correctly, you
17 mentioned something about it was nighttime, and night in
18 downtown Oakland, it was a -- what did you mean by that?
19 What did you mean to say?

20 MS. ALON: I meant to say it's late and we're
21 tired.

22 CHAIR AHMADI: Okay.

23 MS. ALON: I mean, so this class is the 6:00 to
24 9:00 class and so we're kind of all coming in, in the
25 evening, it's hot and, you know, everyone's kind of got --

1 you know, they are not in the best moods when they're
2 sitting down and particularly when they have something
3 that's already bugged them. That's what I meant.

4 CHAIR AHMADI: Oh, okay. So, it's not about night
5 at Oakland?

6 MS. ALON: No, no.

7 CHAIR AHMADI: Downtown Oakland?

8 MS. ALON: There are very definitely parts of --
9 definitely parts of Oakland that during the night I would
10 counsel you to walk with a friend.

11 CHAIR AHMADI: Yeah, just wanted to clarify for
12 myself.

13 MS. ALON: Sure.

14 CHAIR AHMADI: Thank you, appreciate that.

15 If I heard you correctly, you also mentioned
16 something about the Commission meeting behind closed
17 doors, did I hear you correctly, or do you see as a
18 possibility to meet behind closed doors?

19 MS. ALON: Oh, no, if I said that then I spoke I
20 incorrectly.

21 What I meant to say was kind of the executive
22 session of the committee -- or of the Commission, so when
23 the Commission would actually be meeting and just doing
24 kind of their pounding-out work, without an audience in
25 front of them of people.

1 Now, I'm not opposed at all those particular
2 meetings being televised or put forward on the internet,
3 as they are today. But, you know, that's just kind of
4 when I went, when the committee meets as a committee, kind
5 of its little group of 14. I didn't mean in any way to
6 suggest that, you know, kind of closed-door hearings are
7 necessary.

8 CHAIR AHMADI: Okay, got you. Thank you. Again,
9 just wanted to clarify.

10 MS. ALON: No, thank you for clarifying that.

11 CHAIR AHMADI: No problem.

12 Let's assume that you're on the Commission, you're
13 one of the 14 and it's June of 2011, and there's a
14 difference of opinion between the Commissioners on
15 something that legally both ways can win.

16 MS. ALON: Okay.

17 CHAIR AHMADI: In other way, option A versus
18 option B, both may be in compliance with the legal
19 requirements.

20 But you have strong opinion about your position
21 how this line should be drawn or how this input should be
22 quantified, for example. How would you approach that?
23 Resolve that?

24 MS. ALON: I would I approach to resolve that?

25 CHAIR AHMADI: To resolve that difference of

1 opinion?

2 MS. ALON: Well, I think first off you have -- I
3 actually treasure when you have two really good ideas,
4 even if they conflict. Then that means -- especially if
5 they're both legally sound and they both follow all the
6 criteria that's fabulous, then it's a win/win.

7 I, personally, would put forth my opinion and ask
8 the other -- you know, if we had two things that were
9 really important I'd say, okay, I got an idea, let's
10 put -- I'll prepare kind of a ten-minute presentations,
11 with some handouts, on kind of what I think here. Would
12 you do the same? And then we'll put it forth to the
13 Commission and then just simply put it to a vote of how
14 it's going to work.

15 I mean, I think there's way too much work to be
16 done to kind of hang out on things where there's already a
17 win/win. If there's two things that are put forward and
18 they're great, let's select one and let's move on.

19 Now, I know that you're looking at me like, yeah,
20 easier said than done. However, I'm a PTA mom. Have you
21 ever been in the PTA? Everyone constantly has strong
22 opinions and no matter what they want, they want funding
23 for this particular thing, they need it.

24 And so, really kind of -- I've over the years kind
25 of learned to kind of let go of that and say, look, I put

1 this forth because it is something that I believed was a
2 good idea and I want to share it. But if it's something
3 that, you know, we don't want to buy into or there's a
4 better idea out there, great. My idea is good, so if
5 you're is better it must be really good, so let's go with
6 that.

7 CHAIR AHMADI: So, how do you determine that it
8 must be really good? I mean --

9 MS. ALON: Well, that's what I think, I think it
10 has to go to the vote of the Commission.

11 CHAIR AHMADI: Okay.

12 MS. ALON: I think that, you know, this goes back
13 to respecting your peers. And I -- you have tremendous
14 Applicants here, who are applying. And I think if I was
15 selected as one of 14, I would tremendously respect those
16 13 other people.

17 Now, they may have differences of opinions, some
18 of them may be really quirky, some of them I would have no
19 idea how to relate to, but that's not the point. The
20 point is you selected them, you said that they were fit
21 for this job and so I respect them for that and I respect
22 their opinions.

23 CHAIR AHMADI: Well, if you have a part in that
24 selection process, let's say you are one of the eight --

25 MS. ALON: Okay.

1 CHAIR AHMADI: -- and you get to choose the
2 remaining six what quality would you be looking for in
3 selecting those remaining six Commissioners?

4 MS. ALON: Well, I think aside from the qualities
5 that I mentioned before, as to what makes a good
6 Commissioner, I also would want to add kind of some level
7 of expertise in terms of the technology that we're dealing
8 with.

9 I'm not sure how familiar you are with
10 redistricting softwares, but I worked for a couple of
11 years with the redistricting software, actually drawing
12 lines and it just takes a couple months to pick that up,
13 especially if you're not one who -- just candidly, really,
14 if you're not one who is very up on technology or who
15 frequently interacts with computers like, dealing with
16 something like G-Media Pro, or Maptitude is not a very
17 easy thing to just kind of pick up and run with.

18 There's going to be a steep learning curve no
19 matter what. And so, I think what I would do is I would
20 look at those remaining candidates and say, okay, this is
21 great you made it to these stage, and if you have these
22 other things that I'm speaking out, let's figure out who
23 has as much expertise in different areas as possible.

24 What do the eight, you know, the people who are
25 already here bring to the table and what's missing?

1 Perhaps these people bring to the table a lot of great
2 things but they're missing someone who's really, really
3 good in this particular area, who's really, you know, just
4 absolutely fabulous when it comes to, you know, crunching
5 those quantitative numbers when you have to break down the
6 population, let's go for that person. And if they have
7 the expertise to deal with this software, to deal with
8 these different technologies, I think that would be a
9 plus.

10 CHAIR AHMADI: Okay, thank you.

11 What are your thoughts about the current lines?

12 MS. ALON: What do I --

13 CHAIR AHMADI: Based on what you know?

14 MS. ALON: What are my thoughts on the current
15 lines, meaning do I like them or do I not like them?

16 CHAIR AHMADI: Do you like them, do you not like
17 them, why, why not, or a mix of both? I'm just curious to
18 know.

19 MS. ALON: Well, to tell you the truth, I don't
20 like them or dislike them and this is why; while I was
21 working at the statewide database drawing these lines I
22 figured out just how hard this actually is.

23 Now, you may have this great district you create
24 and then you figure out, oh my gosh, I need 10,000 more
25 people or, oh, it's not contiguous, or oh it's not --

1 well, no, now -- and this is without even looking -- we
2 were behind computers, we weren't even dealing with
3 communities of interest yet, right.

4 Oh, no, you know, we don't have a compact -- a
5 compact district.

6 And so, while I kind of hear, you know, moaning
7 about, oh, you know, there's this issue that's happened
8 here and here, I say, hey, we had to deal with the VRA
9 requirements, right, we had to look at Title Two and Title
10 Five -- you know, Five, Section 2 and Section 5.

11 Saying, we got to draw the majority/minority
12 districts first, then you have to add contiguousness, then
13 you've got to add compactness. I deal with all of these
14 different things. It's a really difficult thing to do.

15 And so, I actually just, you know, hats off to the
16 people who do them.

17 I think that they could be done a little
18 differently and it's going to be really -- that's the
19 million dollar question, isn't it, to see whether or not
20 we can draw districts that maybe, I don't know, would be a
21 little more competitive, maybe would be a little bit less
22 incumbent protective, if that's the goal, that's the
23 question.

24 But really, in terms of whether I like them or
25 dislike them, I think that I'd just say I have a respect

1 for them because I have respect for the process.

2 CHAIR AHMADI: Do you expect that the lines would
3 be different after the Commission work?

4 MS. ALON: My speculation is that they would be
5 different slightly. I'm not sure how they would be much
6 different just because if you look at the way the
7 population is situation around California, you're really
8 kind of boxed in, in certain things.

9 That being said, I think that having people who
10 have done it before, having this type of expertise or this
11 type of experience is the best way to kind of get a head
12 start running, if you're going to try to make some that
13 are different.

14 If you're really trying to do something that
15 creates kind of some sort of radical different districts,
16 or bring out some different plans that, okay, here are
17 three different plans that we created where we actually
18 made Los Angeles look completely different, then I think
19 that --

20 MS. HAMEL: Five minutes.

21 MS. ALON: -- you know, there definitely is the
22 possibility for that to happen?

23 CHAIR AHMADI: So, what would you say to an expert
24 who has drawn the lines, and bring it to the Commission
25 and, you know, it's legal and in compliance with all the

1 requirements, but it dissects a community of interest,
2 what would you do?

3 MS. ALON: Well, what would I say to that, the
4 first one, or --

5 CHAIR AHMADI: What would you do as a
6 Commissioner?

7 MS. ALON: What would I do as a Commissioner? I
8 think it would really depend on what that community of
9 interest is. I mean, I think communities of interest is
10 such a difficult thing because they're really community
11 specific, you don't really know what's going on.

12 And it's really going to be one of those things
13 that comes down to the particular situation. I really
14 could not say individually because when you're pushing
15 these districts around something is going to give
16 somewhere, and you really just have to do your best to
17 tell that expert I know this is hard, but can you go back
18 and try to do it again? I know -- sit down with me, let's
19 try to figure it out, because you're really close, let's
20 try to figure out how we can get all of these different
21 things in place to make it work.

22 CHAIR AHMADI: So, and I'm almost running out of
23 time, but just to -- I just want to make sure, I'm a
24 little confused to be honest.

25 MS. ALON: Sure.

1 CHAIR AHMADI: Do you think that Prop. 11 was
2 needed for the State?

3 MS. ALON: I think it was. I think it was for
4 the --

5 CHAIR AHMADI: Why?

6 MS. ALON: Well, I think it was for the reasons of
7 bringing people into the process and feeling like there's
8 no issue of favoritism that's happening with protecting
9 incumbents, with white-washing, with creating districts
10 which are harming the minority communities.

11 I think people really want to see that this isn't
12 about the Legislature going out there and creating
13 districts just to protect themselves and having nothing to
14 do with the community. They want real people in there,
15 they want people out there saying you guys go out there
16 because we might trust you a little bit more right now
17 because you don't have any vested interests, you're not
18 re-seeking your jobs, go out there and see what you can
19 make of this to try to make things a little bit different.
20 I think that's why.

21 CHAIR AHMADI: So, what is the benefit of bringing
22 real people into the process?

23 MS. ALON: What is the plan?

24 CHAIR AHMADI: What is the impact, what is the
25 benefit of bringing people into the process?

1 MS. ALON: I think the benefit is twofold. First
2 off, you may actually get a ton of new, different types of
3 districts. You may actually get ones that look completely
4 different, that the incumbents will not be happy with, but
5 that actually have -- you know, that look much different
6 than they have been before. And that will prove that
7 there are different ways to do it. That's number one.

8 Number two, the benefit is that people feel more
9 connected to the process.

10 CHAIR AHMADI: Okay.

11 MS. ALON: And they don't feel less connected from
12 Sacramento, and that's really what we want is greater
13 participation and buy-in.

14 CHAIR AHMADI: Okay. Thank you so much.

15 MS. ALON: You're welcome.

16 MS. RAMIREZ-RIDGEWAY: Ms. Camacho?

17 VICE CHAIR CAMACHO: Thank you. Hello, Ms. Alon.

18 MS. ALON: Hi.

19 VICE CHAIR CAMACHO: As you alluded to, you worked
20 for the statewide database during your undergraduate work?

21 MS. ALON: Yes.

22 VICE CHAIR CAMACHO: How did your work with the
23 statewide database prepare you for the work on the
24 Commission?

25 MS. ALON: Well, there are quite a few projects we

1 took on at the statewide database. My job within it was
2 to use -- I actually had two jobs. One was to do basic
3 research on whatever we were trying to map. And the
4 second part of the job was then we did have, you know, GIS
5 kind of mapping software on the computers in front of us
6 and our jobs were to create particular types of maps.

7 So, for example, we had one project where our task
8 was, okay, we want more competitive districts and there
9 is -- they have kind of rhetoric out there saying, you
10 know, there's a buzz, there's rhetoric saying you know
11 what, I think that the Sacramento types don't want
12 competitive districts and so they're drawing them on
13 purpose this way.

14 And so our job was to go and say, all right, if
15 that's the case then, you know, then we should be able to
16 make a whole much more competitive districts just from
17 someone with no political affiliation going in and doing
18 them.

19 And so, then our task was to pull the Census data
20 of kind of people's affiliations, and then load it up into
21 your GIS software, your mapping software, and then from
22 there actually draw lines.

23 And our task was, of course, you know, first, all
24 right, hang onto the VRA, then go through the basic
25 requirements of redistricting as followed by the law, and

1 then after you've done that fudge the lines a little bit
2 to figure out if you can get as close as possible to a
3 50/50 with Republicans and Democrats.

4 So that, for example, would be one of the projects
5 that we did. And then how many districts of that can you
6 make? Can you make 11 more than you had before, can you
7 make 14 more than you had before?

8 And then from doing that, then kind of the higher-
9 ups in the database take that information and they write
10 papers, and they present them at conferences, which I
11 didn't do, I was mapping.

12 But, so what we did a lot of was a lot of history
13 of redistricting research. We did one project where we
14 went and called all the 50 states and did a survey of how
15 they do redistricting in each of the states, which
16 required being on the phone with a lot of different
17 people, and trying to get through to someone who actually
18 knew what redistricting was, and putting those things
19 together, and then doing the different types of maps.

20 I believe that it's really prepared me for work on
21 this Commission just because eventually you're going to
22 have to draw a line somewhere and I think that, you know,
23 drawing lines is kind of this idea of, oh, there's going
24 to be a map in front of you and you kind of take a pen.
25 But people don't realize that you're really breaking it

1 down to Census tracts, and Census blocks and how many
2 people are in these particular little things.

3 And then, if you know -- if you've used this
4 software before is what pops up then is, okay, how many
5 different types of minorities are in this particular
6 Census block that you've selected? How many Republicans,
7 how many Democrats, how many different types of people.

8 And so, when you're dealing with -- for example,
9 complying with the VRA, or complying with these different
10 types of requirements, you have all of the information
11 that's kind of coming up in a way that is a little bit
12 difficult to look at, a little bit more convoluted to
13 normal people who don't enjoy this type of thing.

14 And so, I think that just having the experience
15 not only with knowing what redistricting looks like kind
16 of across the country, knowing a little bit about how
17 we've done it kind of in the history of this State, and
18 then actually interacting with these maps with the
19 software, being able to draw lines and know how to kind of
20 manipulate different parts of the map has really helped.

21 Additionally, I just have certain parts of the
22 criteria burned into my memory, that I assume can't hurt,
23 just kind of remembering, you know, what contiguousness
24 means and the different theories for things, like
25 compactness and contiguousness that eventually are going

1 to come up.

2 It's great to say, okay, we need compactness in
3 these districts, but then we don't realize that there are
4 six different theories of what compactness means and that
5 we're going to have to choose one when we're going forward
6 and making the lines.

7 So, I think that it has been a tremendous asset to
8 me and I did that for a few years, drawing lines and
9 creating districts for different projects, just so that
10 this is really a continuation of the work that I've done.

11 The same map, you know, how are we going to make
12 different districts and with possibly just a slightly
13 different goal?

14 VICE CHAIR CAMACHO: You talked about making more
15 competitive districts. Was that California?

16 MS. ALON: Yes.

17 VICE CHAIR CAMACHO: Okay. With that information
18 and this project, you used the political affiliations and
19 the Census information, correct, was that the only
20 information used for this task?

21 MS. ALON: Well, the political information came
22 from the Census information and so the Census information
23 included the different ethnic breakdowns of the particular
24 people who lived there as well, which we had to look for,
25 for majority/minority districts.

1 VICE CHAIR CAMACHO: So, back in 2000 they asked
2 for political affiliations?

3 MS. ALON: I believe this was 2003 but, yeah. It
4 was all coming from the Census data in some way or
5 another, that was kind of crunched and brought in from
6 the same source. It's all American Fact-Finder data,
7 yeah.

8 VICE CHAIR CAMACHO: So, do you think having the
9 Census data and maybe going to these communities of
10 interest would elicit different districts than what the
11 districts are currently?

12 MS. ALON: I think that going out into the
13 communities, really, and ascertaining really what these
14 communities of interest are is going to put a different
15 film on redistricting than we have really seen. Really
16 being able to determine what is -- what are these
17 important communities to people within, or what are
18 important neighborhoods to people in a particular area is
19 really something that really hasn't been gone into as
20 much, but that really, really matters.

21 And it is one of our legal criteria, it's not
22 something that we've really pushed and pulled against
23 because you can't really sue over it because there's not
24 actual legal definition.

25 And so, that's kind of been a push-back for a long

1 time.

2 But I think that it was created for a reason.
3 Communities of interest was a criteria that was put in
4 because somebody realized, hey, there may be some criteria
5 out there, aside from the ones that we had, that are
6 really important to people.

7 This may be about this particular section of the
8 community all has young children and they're really
9 interested in their school districts being a certain way,
10 or these people may be really interested in being close to
11 areas of transportation. And you won't know what those
12 are until you go into those communities and find out.

13 But I think that they may be very important moving
14 forward. And that if you have a Commission which really
15 is kind of just out there to find out what people are
16 about, then you could actually get districts that are much
17 more reflective of what those communities of interest are
18 that may -- that people might actually respond to in a
19 nicer way, a greater way.

20 VICE CHAIR CAMACHO: So, there's a possibility
21 that the lines could change with this additional
22 information that's being included?

23 MS. ALON: Sure.

24 VICE CHAIR CAMACHO: There was another study that
25 you performed within the statewide database. What did you

1 learn in your study on the voting behavior of Latino
2 populations affected by the Voting Rights Act?

3 MS. ALON: Oh, okay. Let's see, this one was a
4 little bit far back. This was -- this had nothing to
5 do -- that did not have to do with mapping. This had to
6 do with just kind of research and this was in conjunction
7 with MALDEF and ALEO, and we did a lot of speaking to them
8 about this.

9 And just kind of a summary of kind of the bottom
10 line of what we found was that the Voting Rights Act had
11 kind of created -- helped create more districts which
12 were -- I mean, this is where we got the majority/minority
13 district idea. And so, this is where we got more
14 districts that actually had a representation for
15 minorities.

16 Because what we found was before that we had
17 situations where, for example, Latino Americans would be
18 grouped all into one particular district, so that maybe
19 they were represented in that one district, but they were
20 gathered out of any other district they could be a part
21 of, resulting in possibly maybe four or five non-minority
22 districts surrounding them.

23 And so, overall their representation was diluted
24 when they got up to Sacramento.

25 So, once we broke this down with the Voting Rights

1 Act, we created situations where if you're able to create
2 a majority/minority district, then you have to do it.

3 And so, where this district that was created
4 before, that might have been 95 percent Latino, because we
5 could gather them all together, probably like that, rather
6 drawing like that, gather them all together, perhaps we
7 could have created two or three majority-minority
8 districts there where, instead of 95 percent, they got to
9 51 percent in each of those districts and all of the
10 sudden we had greater representation.

11 VICE CHAIR CAMACHO: So, this work was to help
12 support the majority/minority clarification?

13 MS. ALON: To tell you the truth, I just did the
14 research and put it together, I'm not exactly sure who
15 paid for it or why, but that's just kind of what we found.

16 VICE CHAIR CAMACHO: Okay. Now, you also
17 performed other studies about regarding voting and
18 political behavior of different minority groups, with the
19 goal of creating guidelines for more open political
20 processes. Was this same thing -- the same in line for
21 what you did for the Latino populations or was this a
22 different type of study?

23 MS. ALON: This was a little bit different. This
24 was just -- just kind of my obsession with the topic. I
25 was really kind of interested in knowing the way the

1 different minority groups, for example, voted. I was
2 looking at the time and, for example, one of the projects
3 I was looking at there, I was really interested to know,
4 to understand why the Filipino population in California,
5 being one of the larger Asian ethnic minorities that we
6 have didn't have any representation, you know, descriptive
7 representation as in a Filipino representative up in
8 Sacramento.

9 And so I went and I said, all right, let me talk
10 to some of these different community groups and figure out
11 what's going on and why this is.

12 And it was very interesting to me to find out
13 that, for example, I went and I spoke to a bunch of, you
14 know, Filipino World War II Veteran's Associations and
15 come to find out that they just straight up didn't agree
16 with each other. And it was very interesting to find that
17 even if you went into a community and you thought, okay,
18 I'm going to take this section of a community and I'm
19 going to ask them questions about what's going on, they
20 might actually not represent the broader segment of the
21 community that you think that they represent. Because,
22 you know, they went home and across the street is a family
23 who may look and sound like them, and have the same
24 issues, but think in a different way.

25 So, that was what I was really looking at there.

1 And what I found in that particular study was just this --
2 this difference of opinion within that particular group.

3 And so, it was interesting to see that, okay,
4 maybe we're not able to look at something like race or
5 ethnicity and say, okay, this is THE issue of Filipino
6 Americans, THE issue of Latino Americans. No one can
7 really come up and say I represent this community or that
8 community because there actually are these differences
9 within the community, very many of them that have to be
10 looked at.

11 VICE CHAIR CAMACHO: So, with that information in
12 that study that you did, how would that information and
13 the knowledge that you gained from it help you as a
14 Commissioner?

15 MS. ALON: I think it really helped me open my
16 eyes to just who I'm corresponding with and who I'm across
17 the dais from or am sitting around the room with, in that
18 you really can't look at someone as if they represent a
19 particular group.

20 Now, you can say this young lady in front of me
21 has this particular idea, and there are probably 20 or 30
22 more, or a hundred more out there who think the exact same
23 way or who have similar ideas, who aren't represented
24 here, but you can't look at her and say, you know what,
25 she's a 25-year-old Vietnamese American, 25-year-old

1 Vietnamese Americans must think this way, because her 25-
2 year-old Vietnamese American sister probably doesn't.

3 And so, I think that that really helps when you're
4 dealing with these communities, especially you're going to
5 be going to communities where you're meeting people you've
6 just -- let put it straight, people you've never seen and
7 people you've never met, and you're not going to know
8 exactly the way that they interact with each other and
9 you're not going to know exactly the way that their
10 community functions, if you didn't live there.

11 And so, we're really kind of stepping back and
12 letting every single part of what somebody says speak for
13 itself and then asking for other opinions to really
14 highlight that. I think that's kind of what I took away
15 from that is just this ability to kind of take everything
16 and look a little bit beyond it, and dig a little bit
17 deeper every time.

18 VICE CHAIR CAMACHO: You talked about meeting with
19 various organizations to kind of get the information.
20 What organizations did you contact to help you with this?

21 MS. ALON: This was interesting because I did -- I
22 did two things. First off I did a Google search for just
23 Filipino organizations, California, and it kind of popped
24 up a bunch of different ones.

25 And then there was something at the time, I'm not

1 sure it exists anymore, called the Filipino American
2 Directory, which just had a bunch of community
3 organizations listed right there, it was like a jackpot, I
4 could just go in there and go through them.

5 Very many of them were war veteran's associations,
6 some of them were community associations, some of them
7 focused on particular geographic regions in the
8 Philippines, like the Alcona Association of Daly City, for
9 example. And so, you know, kind of those were the
10 different ones that I looked at, kind of whoever popped
11 up, mostly either in a phone book or on the internet, or
12 from speaking to one and I'd say, you know, is there
13 anybody else you think I should speak to. And once in a
14 while they would have other people and say, oh yeah, my
15 cousin down in L.A. is a part of this, you should call
16 that organization. And I would either go to that
17 organization or call them.

18 So, it wasn't focused just in the Bay Area, it was
19 focused throughout California?

20 MS. ALON: It was throughout California. A lot of
21 the people I met in person were in the Bay Area just
22 because I was here and I was an undergrad, but not a lot
23 of funds for traveling at that point.

24 But I did correspond with quite a few in Southern
25 California, as well.

1 MS. HAMEL: Five minutes.

2 VICE CHAIR CAMACHO: Thank you.

3 Can you expand on your role in the Parent Advisory
4 Committee?

5 MS. ALON: Sure. The Parent Advisory Committee
6 was a committee that was set up by the Early Childhood
7 Education Program at UC Berkeley. And the program at that
8 point had two different types of child care centers. They
9 had one for faculty and they had one -- or several for
10 faculty and several for students, they chose not to mix
11 them.

12 But when it came to actual overall governance of
13 the program, where stakeholders had to get together, then
14 you had people from the different sites who would come
15 together and be on this committee.

16 So, I represented two different student sites,
17 sites where the children in those centers had parents who
18 were students at the university and that's who I
19 represented on that committee.

20 Did that kind of answer the question or --

21 VICE CHAIR CAMACHO: Yes.

22 MS. ALON: Okay.

23 VICE CHAIR CAMACHO: Okay. So, from your
24 application it sounded like there was some contentious
25 type of meetings and participants within that?

1 MS. ALON: Oh, yeah. It was fun.

2 VICE CHAIR CAMACHO: How did you walk the line of
3 impartiality in dealing with each side that was present?

4 MS. ALON: Well, I'll tell you the truth, that was
5 the first time I ever dealt with that level of contention
6 and it was hard. I learned a lot of lessons there.

7 I would get very upset whenever I couldn't be
8 heard, or whenever I felt like somebody was kind of
9 steamrolling the conversation.

10 And so, that's where I learned a lot of being able
11 to kind of put your ideas out there and then step back and
12 letting people kind of go around.

13 One thing I learned from that interaction is that
14 when people come and they're very upset about what's going
15 on in the room like that, or you're really moving forward,
16 nine times out of ten it's not because they're upset about
17 the parking space in front of the child care center,
18 they're upset because they feel like nobody's listening to
19 them.

20 And so, one thing I learned to do there is after
21 somebody said something I would -- you know, I would say
22 that -- you know, if I was speaking next, I would repeat
23 what that person said just so that person -- that person
24 understood that they were heard. And I would say is that
25 what you meant to say?

1 Because, first off, I wanted them to know that
2 they were heard and, secondly, I wanted to make sure that
3 I got them correctly because if I didn't, then go ahead
4 and clarify.

5 And sometimes they would say, well, one more thing
6 or the other, but mostly they were like, yeah, it's good
7 and then they would simmer down.

8 And so, I think that kind of what I learned there
9 was to really step back from that and make sure that I
10 understand that the people who are coming together for the
11 common purpose don't really want to go in there and fight,
12 and attack each other, they really want to go there
13 because of the interest of their kids in the program and,
14 you know, just try to find best ways to move together and,
15 you know, that's just to make sure that everyone feels
16 like they're participating.

17 VICE CHAIR CAMACHO: Thank you. That was my last
18 question.

19 MS. RAMIREZ-RIDGEWAY: Ms. Spano?

20 PANEL MEMBER SPANO: I was going to ask that,
21 Mary.

22 VICE CHAIR CAMACHO: Sorry.

23 (Laughter.)

24 PANEL MEMBER SPANO: Good afternoon.

25 MS. ALON: Good afternoon.

1 PANEL MEMBER SPANO: You mentioned, as an extern
2 for a Superior Court Judge in 2008, it was your job to be
3 impartial in aiding the judge in his consideration of
4 cases and in coming to fair resolutions based objectively
5 on the law, itself.

6 What work did you perform for the judge?

7 MS. ALON: Well, the judge -- what the judge had
8 to do was take both sides of attorneys' arguments, who
9 came in, look at both of them and if these attorneys are
10 any -- are worth their salts at all, and most of the time
11 they were, they actually had really good legal arguments
12 and you could fly either way.

13 And so, then what the judge had to do was say,
14 okay, let me look at both sides of this and determine kind
15 of where we really are going with the law, without leaning
16 to one side or the other just because one feels good, or
17 another person is dressed in a way that he wanted to see
18 that day.

19 What I did for the judge was a lot of
20 background -- I did a couple of things. The first thing
21 that we always had to do was the background research. We
22 read every single brief who came through those doors, so
23 we made sure that the facts were all correct.

24 And then we sat through all of the trials, and we
25 sat there and listened to all the facts that were coming

1 through because at the end of that particular session, and
2 sometimes actually in the middle of the session, the judge
3 would say, okay, hold on a minute, call us to the back and
4 then say, okay, well, what do you guys think about this or
5 where are we moving with this, or what did you think of
6 this particular thing that I just did?

7 The judge is very, very interested in kind of the
8 fairness of the process and moving forward with whatever
9 the legitimate legal answer was.

10 And, you know, it was quite different, to tell you
11 the truth, from being in law school, from working in legal
12 environments where you have one side of the case and your
13 job is to argue that said of the case, and you love that
14 side of the case because that's what you're being paid to
15 love. You know, and the most you're going to think about
16 the other side is what are they going to say so I can
17 figure out how to refute it.

18 When you're in the middle and your job is to
19 figure out what is just, the you really have to step back
20 and say, okay, I'm not going to look at either side in
21 terms of what I think -- my preconceived notions of this
22 particular car dealership that's involved in the case, or
23 this particular witness who was really kind of sleeping
24 through this entire testimony, or this attorney who really
25 just rubs me the wrong way. I need to look at this

1 impartially and remember what my task is.

2 My task is, this is the legal question which is
3 presented to us, and this is the evidence which is
4 presented on both sides. Now that I have all the
5 information in front of me, what is the correct, not
6 choosing one side or another, it's not about winning or
7 losing when you're a judge, it's about what is the correct
8 impartial decision which is going to be made.

9 And so, our job was to really facilitate the
10 making of these decisions and then the writing of these
11 decisions afterwards.

12 It's one thing to make the decision, it's another
13 thing to completely be able to back it up, in writing, how
14 impartially you came to the determination that you did.

15 PANEL MEMBER SPANO: Yeah, as you were hearing all
16 these cases and developing your writing of the cases, was
17 it really difficult to remain impartial as you're doing
18 this?

19 MS. ALON: It's actually not really, it's not
20 really. I mean, you kind of watch it and no doubt you're
21 going to have some witnesses that you like better than
22 others, but at the end of the day you have a particular
23 legal question that you're answering and whether or not
24 you like that person, or probably a lot of the stuff that
25 he says doesn't even bear on what the question is. There

1 is a question and there is an answer.

2 PANEL MEMBER SPANO: Can you tell me about your
3 best experience working in a group collaborating on a
4 project?

5 MS. ALON: My best experience?

6 PANEL MEMBER SPANO: Yes, your best. I won't ask
7 you about your worst.

8 (Laughter.)

9 MS. ALON: Working on a group, collaborating on a
10 project.

11 Well, I've had very many, but one that jumps
12 immediately to mind was we had a bunch of student parents
13 when I was at Berkeley, and we formed an association, the
14 Student/Parent Association.

15 And one of our goals was just to kind of encourage
16 each other. You know, we're young moms and dads, or not
17 so young moms and dad coming back, going to school, we're
18 not quite like the traditional students, and so we want to
19 kind of help each other get through this process.

20 But one of the things that we really wanted to do
21 was make sure that we gave back to some of the population
22 and outreach to some of the population that maybe wasn't
23 at the point that we were at.

24 And so, we came up with this idea that we wanted
25 to create a high school outreach program, and we wanted to

1 go to the different programs in the area. I was in
2 Berkeley, so I think we reached out to Berkeley, Oakland
3 and a couple of surrounding areas, because the high
4 schools around there had programs if you were a pregnant
5 teen, that you would be tracked into these particular
6 programs.

7 And what we found, what we were hearing from
8 students about -- from, you know, teenagers in these
9 programs was, oh, they're being tracked into GED programs
10 sometimes, or they're being told, you know, get a minimum
11 wage job, or whatever it is.

12 And what we decided to do as our organizations, I
13 was the president of the organization at the time, was
14 bring them in, bring them to Cal, let's show them what we
15 did, let's tell them about what we're doing and about how
16 we're moving and working together.

17 And we organized this day that we brought them all
18 to the campus, we showed them around the campus. We had
19 several of us sit down and just have discussions about our
20 lives, about what worked well and what didn't.

21 And that day we had several of these girls apply
22 to Cal, and we said keep in touch with us, let us know
23 what's going on. If you want to go somewhere else, go to
24 somewhere else. If you want to go to UCLA, go to UCLA.
25 You know, but don't ever think that anything can hold you

1 down in that way.

2 And that worked out so well just because, you
3 know, we weren't experts at this particular thing. There
4 were, you know, kind of a bunch of students, parents for
5 that matter, who had no time anyway, who just wanted to
6 give a little bit back. And it was, hey, do you think you
7 can bring some cups and drinks for these girls or, you
8 know, hey, do you think you can call your cousin who's
9 involved with that program and do you think that -- you
10 know, assigning out these little tasks, but everyone had
11 this little piece to do and they worked together with it,
12 and it created an event that was so successful that it
13 continued for years.

14 And it actually spawned other events that were
15 very similar in nature, that we actually bring in these
16 populations now as part of different types of events and
17 workshops, following the same type of method.

18 So, I think it was successful in the way that not
19 only did it have an impact for that day, on the students
20 we were reaching out to, and it showed us, hey, we can do
21 something when we band together, but it also created a
22 model that was used moving forward. I think that's really
23 indicative of success is when someone copies what you've
24 done. So, I think that's what springs readily to mind.

25 PANEL MEMBER SPANO: Oh, thank you.

1 Were these people that you formed the group with
2 people that you previously got along with or --

3 MS. ALON: No, actually, I had known any of them
4 before. I came to Berkeley without knowing anybody. And
5 I happened across the then Student Parent Center, now it's
6 called the Transfer Center for Re-entry student Parents
7 and Transfer Students, I think.

8 I happened across the center and I was spoken to
9 by the director and she said, hey, you know, we've got
10 this little group that we're thinking, that has happened
11 in the past, it hasn't been too robust, do you think it's
12 something you'd be interested in?

13 And so, it was a bunch of us kind of sitting
14 around the table, half of us -- half of them holding
15 babies, half of them holding books, talking about what we
16 can do to make our community one which is more of a
17 college experience for us, a greater kind of experience
18 for these particular students.

19 And I hadn't known them before. And some of them
20 I got along with really well immediately, others of them
21 not so much. Get a lot of a mama bears in the room,
22 sometimes things just don't work out. But the dads were
23 great, you know, they were fabulous. They kind of sat
24 back there and said where do I carry stuff to?

25 But eventually I think that we all ended up, you

1 know, working well together. The best friends that I have
2 from college are from that group and some of them are
3 people I didn't know, initially, or didn't like initially.
4 And I tell them now, I couldn't stand you initially, you
5 drove me nuts.

6 But really, from working on these things together
7 we established a good understanding and friendship.

8 PANEL MEMBER SPANO: Were there a lot of
9 personality conflicts among the parents?

10 MS. ALON: Yeah.

11 PANEL MEMBER SPANO: Were there some that you got
12 along with better because they're a certain personality
13 type or were there some that just you didn't get along
14 with, had nothing in common?

15 MS. ALON: I think I, personally, got along with
16 everybody. I mean, there were different, strong
17 personality types for sure. But I think that what I would
18 do is really try to say, okay, what is this person's
19 personality type and what are their strengths? They're
20 good -- they're here at Cal, they're good at something,
21 they cleared a bar to get in here.

22 And I would tell them, you know, you'd have three
23 people sitting at a table, two of three couldn't stand
24 each other and they knew this, and I'm the only person
25 who's kind of neutral and can stand everybody.

1 And so, I would tell them, you know, in front of
2 the other ones, you know, you have a really great gift for
3 speaking and so what I would like you to do -- this is the
4 person who talks too much, right, but really, honestly had
5 a gift for speaking. You have a really great gift for
6 speaking, don't you guys think she has a great gift for
7 speaking? Now, whether or not you liked this person, you
8 had to admit she had a great gift for speaking, you know.

9 And you have a really great gift for doing this.
10 You know, you have a great gift for speaking, would you
11 mind MC'ing for this particular event.

12 So, it didn't look like, oh, I chose this person
13 because I liked her or didn't like her, these are the
14 facts, this person has a great speaking ability and we
15 want to put our best foot forward.

16 And then I'd turn around and do the same thing for
17 the next person. You have a really great ability to deal
18 with all of the children. You'd think all of the parents
19 would be able to do that, but not so much, when you have
20 50 kids in the room, people head for the hills, would you
21 mind coordinating the efforts for what is going to keep
22 the kids busy during this particular event, graduation
23 ceremony, or whatever it is we're doing, can you head
24 that?

25 And then I know that, you know, this person here,

1 you're really good at kind of the underpinnings, which of
2 these two do you think you'd be more wanting to support?

3 And in that they kind of saw that they were all
4 valued, even if they didn't like each other. You cannot
5 like someone and still understand what they're good at and
6 kind of what they bring to the table.

7 So, you know, it really wasn't about
8 personalities, we were there to get a job done and
9 eventually we did.

10 So, I thought it was fine, personally, for me, but
11 I definitely could see how, you know, the strong
12 personality types would make it difficult for some people.

13 PANEL MEMBER SPANO: Are you still involved in
14 that group?

15 MS. ALON: I'm involved in it as an alumni, now.

16 PANEL MEMBER SPANO: Oh, okay.

17 MS. ALON: So, it's kind of the student parent
18 alumni association. I drop in on them once in a while. I
19 do go back and speak whenever they have workshops. Once
20 in a while they like to see where their alumni have -- you
21 know, kind of the same idea as when we were bringing in
22 the high schoolers, the people who are now in college and
23 are looking and are saying, oh, my gosh, the economy's
24 going to kill us all, what is going to happen to us, a
25 couple of us who are -- somehow managed to get out of

1 undergrad, get out of professional school, get jobs and
2 come back and say, no, really, if we can do it, you can do
3 it, too. Just to kind of show people where we are and say
4 if you need any help, you know, we went through this and
5 I'd be happy to talk to you. So, I go back in that
6 capacity.

7 PANEL MEMBER SPANO: That's great. What if you're
8 selected on the Commission and you're among people you
9 don't even know, all different personality types, old,
10 young, you name it, different colors and you're like
11 doing -- they're really high energy, can you tone it down
12 a little bit?

13 MS. ALON: I can relate to that but --

14 PANEL MEMBER SPANO: What do you do, how do you
15 take that? How comfortable are you with that?

16 MS. ALON: With toning it down?

17 PANEL MEMBER SPANO: Taking constructive
18 criticism?

19 MS. ALON: Taking constructive criticism?

20 PANEL MEMBER SPANO: Yeah.

21 MS. ALON: I'm fine. I can -- you know, I'm here,
22 I put myself in this application process because I
23 believed that I'd be able to help out, because I wanted to
24 do my service.

25 This isn't about how high Tamina can get up on a

1 pedestal on stage, that's not what I'm here for. I have a
2 classroom full of students that I can go and be queen of
3 and I don't need that particular thing.

4 You know, they're tested on what I say. You know,
5 I don't really need that.

6 And if what's going to serve the Commission best
7 is, you know what, do you think you can bring it down a
8 little bit, or could you not refer to this person as
9 whatever it is, I'm okay. No problem, you know.

10 And I'll ask everybody else, is that what everyone
11 things, is that -- I'm okay with that, if that's what
12 everyone thinks and if they're like, yeah, one notch, just
13 please, one? Yeah, absolutely, no problem.

14 You know, do I need to take it down a notch? You
15 know, what do you think, you know, let me know. But,
16 yeah, I have no problem with that. It's really not about
17 me, this is about the job that we're brought together to
18 do.

19 And I have different skills I bring forward to do
20 that job. And if my skill of being high energy is not the
21 one that needs to be exercised right now, let me know
22 which one is, because let's play that up to get this job
23 done instead.

24 PANEL MEMBER SPANO: Thank you. Thank you.

25 You said when you were a student, going to school

1 full time, with two young children, that you learned the
2 needs of parents and grandparents were quickly overlooked,
3 as also overlooked in the wealthy Bay Area are the needs
4 of trash pickers, and San Francisco's Tenderloin, or the
5 Filipino World War II Veterans living in poverty.

6 Tell us more about your observations?

7 MS. ALON: Well, one of the things that I've
8 always -- I've always been the type, as you can tell, who
9 kind of runs out and finds ways to participate, you know,
10 finds ways to get into committees and figure out ways to
11 contribute. But it's because I have a very supportive
12 family. I mean, I have a husband that -- I do have two
13 children, who I've gone to school with, but I have a great
14 husband who's been there, who has a job, who allows me
15 this leeway to do this.

16 You know, when I was thinking about this
17 Commission I was wondering just how many single moms we
18 have who are applying for the Commission, just how many
19 people who are going to school full time, or working full
20 time in 60- to 80-hour-a-week jobs or, you know, working
21 kind of in their Wal-Mart positions are being represented
22 here?

23 And, you know, and additionally just to kind of
24 address the trash pickers thing I remember -- I went to
25 law school at Hastings, in the Tenderloin, and I always

1 thought it to be kind of this really kind of disgusting
2 contradiction that we had a beautiful, opulent law school
3 right on the corner where you had, you know, an 80-year-
4 old Chinese woman who would walk by every day collecting
5 garbage from the trash cans on the college campus.

6 And, you know, around the corner from that where,
7 you know, a couple of drug fiends, you know, just kind of
8 having out right there, you know, in our vibrant -- our
9 dean called it a vibrant neighborhood.

10 During our orientation the police department said,
11 you know, our little campus police said if you have a
12 heroin addict who's chasing you with a knife, call the
13 SFPD because we will not be coming to your aid.

14 So, this was the type of environment that we
15 worked and studied in. And, you know, we were steps away
16 from city hall. We're steps away from city hall at
17 Hastings, and it was just kind of amazing to me that when
18 I would go and I would participate, and I'd sit in these
19 hearings and I'd go and even sit in the courtrooms, figure
20 out what's going on, the people who were there didn't
21 represent any of these groups.

22 Because frankly, if you're trying to figure out
23 how to survive, how to get your kids to school, how to get
24 to work in your -- you know, get your minimum salary every
25 day, then you're not having time to participate in these

1 things.

2 But I think these are the people who we really
3 have to look at because they're so cut out of the process,
4 and make sure that if we can't get them into the room to
5 figure out what their issues are, either maybe we need to
6 go to them or we need to figure out some way to make sure
7 that they're heard.

8 PANEL MEMBER SPANO: Yeah, how tough is it going
9 to be to get to those working moms, those people who
10 partially are engaged, just don't care, and don't have
11 time?

12 MS. ALON: It's going to be tough but there are
13 ways. I bet you a bunch of them are on Facebook, let's
14 figure it out. I mean, you know, I'm not beyond figuring
15 out ways to go and find those things. And the neat things
16 is that I've been involved in a lot of these communities,
17 and I've down there and I have some ways to talk to some
18 of them, many of them, you know, and get the word out in
19 some way to kind of bring them in.

20 So, tough, but let's try for sure.

21 PANEL MEMBER SPANO: How did these experiences
22 affect your career choices?

23 MS. ALON: Well, I think, first off, this is the
24 reason I teach, this is why I came back to teach at Laney,
25 where I do, is because I wanted the students to

1 understand. I went -- it took me, wow, eight years or so
2 to get through my undergraduate education, I went through
3 several community colleges before finally get through UC
4 Berkeley, then going to law school. I had my kids with me
5 the entire time, I worked the entire time.

6 And if you look at the demographics of the
7 students at Laney College, in Oakland, and at many of our
8 community colleges around the State, this is exactly what
9 these people are going through. They have kids at home,
10 they have families, they're taking care of their sick
11 mother after school every single day, they're running from
12 one job to the next job, and then they're trying to figure
13 out how to do their homework and get this A that they know
14 is important because someone told them they got to get
15 through school.

16 And so, they're sitting there and they're in the
17 worst of times, in the middle of midterms, when they're
18 ready to give up and they're like, shoot, no one can do
19 this stuff.

20 And so, I went back to specifically show them that
21 yes, you can, because I did. And if you can't figure out
22 how to do it, you need to come and talk to me, and others
23 like me, because we can help you. Not only can we help
24 you by telling you what we did to get through because we
25 have a couple of tips and tricks we may have figured out

1 along the way, but also, hey, you're interested in
2 sustainability, maybe I have a friend who I can get you an
3 internship with or introduce you to somebody. I want to
4 be that connection for you.

5 So, really, when I was going through all of this
6 and seeing these needs of people and say what would have
7 really helped me while I was going through it, my just
8 kind of a desire to be involved in things during that
9 time, I just couldn't -- can't stop doing that. And I
10 just kind of came back and said, all right, I need to give
11 this back.

12 Because I'm at the point now that I only ever
13 dreamed of being at, you know, 10, 15 years ago.

14 And so, what can I do to help other people see
15 that where they want to get to is a possibility? So, it's
16 definitely informed what I do with that. What I do in the
17 law office, the same thing.

18 MS. HAMEL: One minute.

19 MS. ALON: Really wanting to be there for people.
20 So, yeah, definitely informed what my career choices have
21 been.

22 PANEL MEMBER SPANO: Thank you. Sorry, one
23 minute.

24 MS. RAMIREZ-RIDGEWAY: Panelists, are there
25 additional follow-up questions?

1 CHAIR AHMADI: Not at this point.

2 VICE CHAIR CAMACHO: No.

3 MS. RAMIREZ-RIDGEWAY: Ms. Alon, what do you teach
4 your students about redistricting?

5 MS. ALON: What do I teach them about it?
6 Actually, we just talked about it a little bit last night.
7 The first thing that I tell them is about where
8 redistricting came from, and that's way back when we
9 figured out that we needed a Census, which is enumerated
10 in the Constitution, actually, the U.S. Constitution,
11 which says that every ten years we have to count
12 everybody.

13 Now, the purpose of that, initially -- tell me if
14 I'm going on too long because I can lecture an entire hour
15 on redistricting.

16 MS. RAMIREZ-RIDGEWAY: You can give us the Cliff
17 Notes version.

18 MS. ALON: Sure.

19 MS. RAMIREZ-RIDGEWAY: I just wondered, generally,
20 what do you teach them? What's the curriculum?

21 MS. ALON: Yeah, generally, I teach them, kind of
22 about the Census, where that came from and what it was for
23 in terms of finding numbers for the House of
24 Representative and what we've used it for since, for the
25 demographic data that figures out how many desks we need,

1 how many schools, when we know how many kids we have.

2 And then talking about how it's kind of filtered
3 down into the states and how we've used it to figure out
4 the similar needs for our communities at the statewide and
5 local level.

6 We do a basic definition of redistricting, which
7 is kind of similar to what I had told Mr. Ahmadi before
8 just, you know, the process of drawing these lines to
9 create these districts.

10 We talk a little bit about the idea of
11 reapportionment, so what happens every time you have a
12 Census, and then the seats get jumbled up and
13 reapportioned when we find out that certain districts have
14 gained population or lost population.

15 And then after that comes the fun part, comes the
16 drawing of the actual lines, which is redistricting, which
17 is creating these different districts.

18 We talk a little bit about kind of some of the
19 popular challenges that have come over time, so we talk a
20 little bit about the Voting Rights Act, about
21 majority/minority districts, and about kind of some
22 popular conceptions of why the districts are the way that
23 they are today.

24 And so, I go and I say, you know, certain people
25 think that, oh, the incumbents draw them this way because

1 they want to protect their seats because, you know, if you
2 had to -- you know, re-run for your job every two years
3 you'd be very -- every few years, you'd be very interested
4 in how that seat looks.

5 We talked about -- you know, we talk about the
6 idea of gerrymandering, about where that came from, about
7 the kind of salamander-shaped districts.

8 And we talk about kind of the different processes.
9 We actually talked, yesterday, about this process, about
10 California and what they're currently doing kind of to
11 create the Citizens Redistricting Commission.

12 We talked a little bit about the State Legislature
13 redistricting, about the special masters, and about how
14 this new processes that we're instituting in California
15 seeks to see what we can do to probably address of these
16 concerns and see whether or not a citizens group would be
17 able to produce something different.

18 So, kind of bring them into the idea that
19 redistricting is something they should be interested in
20 and have, you know, a look at what's going on because, if
21 they do, then they can understand how they exists in
22 different particular -- particular areas, your Board of
23 Equalization District, your Assembly District, your Senate
24 District.

25 We talk about water districts, and school

1 districts, and Congressional Districts as these things
2 which didn't come about organically, but were actually
3 created by someone.

4 So, we have to know how they're created and why
5 they're created so that if we don't like what's going on,
6 as I tell them about many things in the Constitution, you
7 know, when we're studying both Constitutions, if you don't
8 like what's going on then you need to know how and why
9 they were created so that you have the tools to eventually
10 go and change them.

11 So, that's basically what I -- you know, the Cliff
12 Notes version of what I tell them.

13 MS. RAMIREZ-RIDGEWAY: Have you continued to
14 follow the court decisions that have interpreted the VRA,
15 since you left the statewide database?

16 MS. ALON: A few, but not many. Not many. I have
17 no problem going and finding, you know, shepherdizing and
18 looking them up, and reading through them, they'd be
19 interesting. But just I haven't actually followed them,
20 personally.

21 MS. RAMIREZ-RIDGEWAY: You researched the
22 definition of public participation in the legislative
23 intent; why?

24 MS. ALON: What, you don't think these things are
25 fun? That's not your Saturday night idea of

1 entertainment?

2 This was actually a project that was brought to
3 the Public Research Law Institute at Hastings. It kind of
4 doubles as the state and local government institute at
5 Hastings, that clinic there.

6 And so, I had taken that clinic and worked as a
7 part of it, and then after I was done with it I missed it
8 and I wanted to work as a research assistant for it. And
9 so, that was one of the projects which was brought to the
10 institution was we want to know what public participation
11 means, can you figure out what it means, and so that's
12 what we were tasked with?

13 MS. RAMIREZ-RIDGEWAY: And so, what did you
14 conclude?

15 MS. ALON: That it's defined nowhere. And believe
16 me, we looked, it is defined nowhere.

17 That there actually are several different places
18 which seek to kind of give us some idea, but in terms of a
19 clear definition that we could use, it actually doesn't
20 appear, which is very interesting because in California
21 statute we use public participation a lot. We use a
22 requirement for public participation in many different
23 types of processes, particularly when you're dealing with
24 boards or commissions, water board types of things.

25 And what it looks like happened, interestingly

1 enough, is that someone figured out this piece and they
2 said let's write this part in here about needing public
3 participation into some statute, and then someone else
4 read that statute and thought that was a great idea, cut
5 and pasted that section, changed a few words and then
6 moved it into another statute. Someone else found it,
7 copied and pasted it, and moved it into another statute.
8 And so, they all say very similar things, but nowhere did
9 anyone actually decide to define it at all.

10 We even looked in the legislative history to
11 figure out, and kind of went back, and read through the
12 notes, did someone say something that could give us a
13 clue? And there really wasn't a whole lot and it was sad,
14 it was a treasure hunt. We wanted to find something, we
15 really did.

16 But, really, we didn't come out with some sort of
17 direct definition that we could use to apply to all of
18 those statutes.

19 MS. RAMIREZ-RIDGEWAY: What kind of law do you
20 practice?

21 MS. ALON: Currently, I work for a firm that does
22 criminal defense and does a little bit of personal injury.

23 MS. RAMIREZ-RIDGEWAY: I don't think I have
24 further questions.

25 Panelists, do you have additional questions?

1 PANEL MEMBER SPANO: No.

2 CHAIR AHMADI: I don't.

3 MS. RAMIREZ-RIDGEWAY: We have about eight minutes
4 on the clock if you'd like to make a closing statement?

5 MS. ALON: Wow, eight minutes. What didn't I say?

6 (Laughter.)

7 MS. ALON: I think that I would just like to say,
8 to kind of appeal to the Panel, and those out there who
9 may be watching, who are future Commissioners, to really
10 invest in the other people on the Commission to make sure
11 that you have a well-balanced group. I think that it's
12 really important for those of us from the outside, who are
13 coming in to watch this, we really want to know that these
14 people who are going out and engaging in this process are
15 out there representing us.

16 And the more varied kind of ideas and
17 personalities that we can get, who have this level of
18 experience, I think the better.

19 I would encourage everyone out there to really do
20 what you can to work together because this really has the
21 potential for doing something really great. We really
22 could come out with not only a new way of drawing
23 districts, but maybe a new way of participating in
24 different parts of the government that we haven't seen
25 yet.

1 I know that a whole bunch of -- I know a whole
2 bunch of people who aren't involved in directly applying
3 who are following this process, and they just really want
4 to know how much citizens can really get involved and how
5 much we can do. Because some people don't care just
6 because they feel like they can't be a part, like there's
7 a closed off team somewhere, there's a rule that says that
8 they're really not allowed to get involved.

9 And so, really, this has the potential to open
10 this up to people.

11 And I think that by selecting a Commission which
12 is well-rounded, represents different types of people
13 across the board, we can show them that people can come in
14 and that by the Commission going out and representing us
15 well, by not getting up there and bickering with each
16 other all the time so that you have to change the channel,
17 by not putting us to sleep like C-SPAN does all the time,
18 but by going out there, laying it on the line and saying
19 this is our job, this is what we have to do, this is what
20 we have the power to do, and laying it out in layman's
21 terms what the process is going to be and what we're out
22 here to perform and then getting that done.

23 I think that this really will bring forth a new
24 era where people are saying, hey, you know what,
25 California, we did that together. We brought out people,

1 we made this Citizens Commission, they came out there,
2 they told us what they were going to do, they told us
3 about themselves, we can read their financial disclosures
4 online, we got to know a little bit about them, but we got
5 to know the process just by watching them and then they
6 went out and they got the job done.

7 They went out and they created these districts,
8 they went out and they made these maps that maybe, you
9 know, what, maybe a little bit about them wasn't the best.
10 Maybe it was, maybe we come out with a fabulous project.
11 But maybe at the end the product isn't a hundred percent
12 but you know what, we have faith in the process.

13 And if we have faith in the process then that
14 means, okay, that was good. I'm sitting at home and I'm
15 watching that and that was good, we can go back and we can
16 do better, though, and I think that these are the
17 different ways that we can and maybe I'll go out there and
18 I'll get involved or maybe I'll write in and say this is
19 what we can do.

20 I think that another thing to remember, also, is
21 just the different pieces that are going to be involved
22 when we're dealing with the Commission, so I would ask you
23 to consider who's really able to go through all of these
24 different pieces.

25 So, first off, really like I said this issue of

1 who's able to go around and travel, and go around and deal
2 with all these different types of people in different
3 places? Being high energy is not a bad thing when lot of
4 energy's going to be taken out of you, so, being sure that
5 you have people who are up to this task.

6 And some people, as much as they may want to be a
7 part of the process, they have a lot going on right now
8 and maybe it's not just their time.

9 I'm in a unique situation where I'm just ending
10 the semester that I'm teaching and I can be done. And
11 I've spoken to both of my bosses before I even applied to
12 this, I said this is what I want to do, this is important
13 to me, and they said that they would support me in this
14 and I could take that year and do that.

15 And, you know, I've spoken to my husband and my
16 children saying this is what this is going to look like, I
17 may be over in Stockton today and I may be in L.A.
18 tomorrow, and I don't know that, yet, but is this
19 something we want to go through, and these are discussions
20 that we have. So, I'm in the free and clear for that.

21 So, that's the first part of what you want to look
22 at are people who are able to do that.

23 Secondly, of course, are when you're going to have
24 people flying around the place and talking to people
25 they're going to interact with, how are they going to

1 interact with these people they're in the room with?

2 Are you going to have a lot of people behind a
3 desk who are hot-tempered, or are you going to have people
4 who are actually engaging the audience who's in front of
5 them?

6 Are you going to have people who are used to
7 dealing with people or are you going to have people who
8 are a little bit shy and reserved and have trouble sitting
9 in front of a group who's going to be trying to give them
10 ideas?

11 If you're not able to reach out to that group and
12 get them to hear you enough so that they're willing to
13 speak up, you'll never know what their communities of
14 interest are, you'll never know what's important to them
15 if they're not willing to say something, if you're just
16 sitting there and you're kind of closed down.

17 So, how do these people interact with other people
18 you're going to see?

19 Thirdly, when you're coming into a situation where
20 now, okay, we're just the Commission, we may be televised,
21 we're not behind closed doors, but we're just the
22 Commission and we're talking to each other, who is able to
23 look at the other people and say I can genuinely respect
24 what these people have gone through and what different
25 expertise do they have?

1 I can say, you know what, you're really great at
2 this part or this part, what do you think about, you know,
3 chairing this part of the meeting or what do you think
4 about doing this part of this thing. And then they can
5 respond and say what they want and they're not being hurt
6 by that. Knowing that you're all there for a common
7 purpose, who would be able to kind of work with these
8 other people who are there?

9 And then when you move out of those committee
10 meetings but, you know, you're still together and it's
11 three o'clock in the morning, and you're in front of
12 Maptitude and you're sitting there clicking on a computer,
13 and drawing lines, and making little bubbles that are
14 going to create districts on a computer or sitting in
15 front of maps drawing out some -- you know, something, and
16 depending on how the Commission's going to do it, who has
17 the expertise to be able to do that?

18 Who's, first, able to deal with the technology, to
19 be able to look and say, okay, this particular software,
20 maybe I've never used it, but I don't know how, maybe I
21 have, but I kind of am familiar with this type of thing
22 and I know how to kind of get at this process.

23 And then who is going to be able to look at the
24 legal parts that you're seeing and say this is the
25 criteria. And it's not about what I think compactness

1 means, it's about what a legal definition is because
2 that's what's going to hold up in court.

3 It's not about what your personal thoughts about
4 what compactness should be, it's about what the legal
5 definitions are. Can you read the law? Can you
6 understand what it means and then can you apply it to this
7 three o'clock in the morning clicking of buttons on a
8 computer?

9 These are things that -- you know, you have to
10 look at who are these candidates who can put these things
11 together in order to create something that's not only
12 going to kind of hold water, but it's going to be legally
13 sound.

14 Because then the final thing that you're going to
15 have to look at is that at the end of the day, whether
16 it's great or not, there's always the possibility of a
17 lawsuit, there's always the possibility of someone saying,
18 for whatever reason we don't like this, and challenging
19 it.

20 And so, who do you have who's going to be able to
21 go, and stand up, and actually argue and defend these
22 plans when they come forward.

23 This could be eight months, but it could also be
24 three years if you're in a court, very easily. And so,
25 who's able to kind of roll with that process and

1 understand what that takes to move that forward?

2 I'm not sure how many participants you have, who
3 kind of have these different things, but this is what I
4 believe is important and this is what I believe I bring to
5 the table.

6 I think that it's important to have people who are
7 open-minded, who actually have this energy and that
8 expertise at the same time --

9 MS. RAMIREZ-RIDGEWAY: One minute.

10 MS. ALON: -- who aren't completely entrenched in
11 kind of Sacramento politics and so they don't see another
12 world, but who have been to places and talked to people
13 who are under-represented and who don't actually have the
14 same opportunities that maybe we have sitting around this
15 table.

16 So, I thank you for your time today. I really
17 appreciate all of this that is happening, appreciate the
18 Citizens Redistricting Commission. I wish you all of the
19 best of luck.

20 And I promise you that from no matter what
21 happens, I'll be watching from either inside or sidelines
22 because I'm very interested in this process. And I just
23 thank you for your time today.

24 CHAIR AHMADI: Thank you.

25 PANEL MEMBER SPANO: Thank you.

1 VICE CHAIR CAMACHO: Thank you.

2 MS. RAMIREZ-RIDGEWAY: Thank you. We'll recess
3 until tomorrow at 9:14.

4 (Recess at 6:00 p.m.)

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